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Junior College Responsibility in Total Defense

[EDITORIAL]

Most educators in the junior college field and many of those in other fields of education firmly believe that the junior college should provide for *all* youth of junior college age. Just as all children of first-grade age or of ninth-grade age are not eligible for that particular training because of physical or mental handicaps, likewise all youth of junior college age are not capable of junior college training. It is nevertheless true that the junior college should provide training for most of the vast majority of the millions of youth within the junior college age limits. These limits include 17 to 20 or 21 years of age.

Granted that this philosophy is correct, then a wonderful opportunity and a great responsibility is presented to the approximately 600 junior colleges of the United States in aiding our democratic nation in a program of total defense. Total defense in its broadest interpretation seems to include the military, economic, and moral spheres of influence.

Military training in the junior college seems to be successful. The youth of this age are teachable in military science and tactics. They can be given, in two years time, the fundamentals of military training, which places them in a position to be trained for actual service with very little additional time and expense. The vocational flight training

program under the Civil Aeronautics Authority of the United States Government has proven highly successful in the junior college. The Government would do well to provide these Aviation Units and R. O. T. C. Units for all junior colleges who desire them. This would require more money, instructors, and officers, but the expense is certainly justifiable. The college R. O. T. C. and aviation units are an economical way to get this necessary training to youth of the proper age without having to provide board and room for the trainees.

The economic phase of defense places a heavy responsibility on the junior college. The junior college population is very heterogeneous as to abilities. In this group one will be able to find talent which can be trained in two years time for aviation mechanics, automobile, truck, and tractor mechanics, welders, house builders, laboratory technicians, skilled machine operators for turning out war materials, draftsmen, radio technicians, agriculturalists, nurses, clerical workers, and secretaries. The courses and training mentioned above would take care of the abilities and interests of 75 per cent or more of the youth. The other 25 per cent or less should be given pre-professional training for professions, such as medicine, law, teaching, engineering, or religious and social work.

The junior college has the youth available and can train them to fill a vast number of the economic holes now present in our economic front.

No age-group is more altruistic than that of the junior college. They are the spirit generators. The junior colleges should stress to their youth good citizenship, the value of the individual, the basic principles of a democratic form of government, and a deep abiding patriotism. With such training our youth in their latter years would have a moral fiber which could stand whatever stresses and strains they might face.

C. C. COLVERT.

UTAH JUNIOR COLLEGES

Recommendations concerning organization and control of junior colleges in Utah form a considerable proportion of the recent survey report by a commission of the American Council on Education. This report *Public Higher Education in Utah* has recently been published by the Council.

The introduction states that:

The immediate problem which precipitated the creation of the Educational Survey Committee was the result of the aspirations and demands of local communities for additional junior college units, and the state's financial resources to support these new enterprises. When it is recognized that the state's appropriations for junior colleges have increased approximately fivefold in the seven years since 1933 and that these institutions now enroll approximately 2,000 young people beyond high school graduation, it is natural that such a phenomenal development should create a number of serious problems.

Major recommendations of the survey of special interest from the standpoint of junior colleges, are the following:

1. Organization of a State Board of Higher Education to be appointed by the governor and to have the responsibility for the University of Utah, Utah State Agricultural College, and the state junior colleges.

2. Creation of the office of a chancellor as the executive officer of the Board and the co-

ordinating officer for all public institutions of higher education.

3. Statutory authorization providing for the transfer of control of the junior colleges from the present State Board of Education to the recommended State Board of Higher Education.

4. Statutory authorization transferring the responsibility for the creation of additional junior colleges from the legislature to the State Board of Higher Education.

5. Adoption of a state plan of transportation grants to superior high school graduates residing beyond reasonable travel distances of public institutions of higher education.

6. Repeal of the statutes establishing student tuition, nonresident, and building construction fees.

7. Analysis and study by the chancellor of important educational problems, such as the following: (1) Preparation of minimum criteria for the establishment of future junior colleges; (2) Evaluation of present admission requirements, student mortality, and curricula; and (3) Analysis of class size, faculty teaching loads, and departmental offerings in all state institutions of higher education.

8. Reorganization of the curricula of the state junior colleges, including the elimination of the teacher education curricula, and more adequate provision for terminal, semiprofessional, technical, and adult education courses.

OCCUPATIONS DAYS

"Occupations Days" was the designation selected for a series of conferences at Los Angeles City College May 9-10, organized by Victoria McAlmon, placement coordinator of the junior college. The general topics at the different sessions included trades in this area, alumni men and women at work in business, the effect of occupations on relief, owning one's own business, teaching in California, clerical occupations, production and service, writing as an occupation, business as usual, and the professions. An unusual feature of this series of conferences was that the speakers at six of the eleven sessions were graduates of the College. Over a score of graduates of the past decade returned to give the benefit of their experience in a wide variety of occupations to the college undergraduates.

Attitude of the Liberal Arts College

A. J. BRUMBAUGH *

The liberal arts colleges of this country, by and large, have not been particularly hospitable to the junior college movement. They have generally been inclined to look upon the junior college as a glorified high school whose educational program is not worthy of the name "college." But in spite of all the efforts of the liberal arts colleges to ignore and disparage the junior college movement, it has today assumed such proportions and gained such momentum that it can no longer be disregarded. There are at present 575 junior colleges in the United States, enrolling 196,710 students. 45 per cent of these junior colleges are under public control, but they enroll 70 per cent of the total student body. It is true that the liberal arts colleges are still in the ascendancy as far as total enrollments are concerned, but they exceed the junior colleges only slightly in the total number of institutions.

That the junior colleges are making a distinct place for themselves in our system of education is indicated not only by their rapid growth in numbers and enrollment, but also in the trend toward their support from public funds. The federal government has granted \$3,000,000 to 39 public junior colleges in the last five years. The Illinois legislature has passed an act that provides that school districts with a population of less than 200,000 and more than 10,000 may organize and operate junior colleges. Similar legislation is now

pending in a number of other states. Mississippi appropriates public funds regularly to support 11 junior colleges. These are financed jointly by the counties and by the state. The effect of the junior college movement is also reflected in steps taken by a number of universities to organize various types of extension programs. The University of Louisiana has just established a branch junior college at Lake Charles. Indiana University maintains three extension centers, one in East Chicago, one in Fort Wayne, and one in Indianapolis. The University of Pittsburgh maintains junior colleges at Erie and Johnstown. The University of Wisconsin not only has an extension center at Milwaukee, but is developing a number of so-called Freshman Colleges throughout the state, providing the first year of college work in local communities. A number of the larger universities, both public and private, are contributing to the status of the junior college by arranging for the admission of junior college graduates with full credit for their work, and by offering scholarships to outstanding graduates of junior colleges. One gains the impression that the liberal arts colleges have been standing more or less on the sidelines hoping that this new movement would not assume too much significance in the field of higher education, but doing little beyond this in the way of considering the implications of the junior college movement for their own progress.

In fact, we have entered upon a new era in the development of education not

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unlike the period that marked the rise of the public high school in competition with the private academies during the middle of the nineteenth century. The effect of the high school movement upon the private academies is too well known to call for any amplification. To predict that the liberal arts colleges are likely to be supplanted by the junior colleges whose programs are articulated with those of the larger universities is no doubt premature. But the junior college movement has assumed such significance that it is time that the liberal arts colleges take cognizance of it.

As a rule any new social institution must fill a distinct need in society in order to gain patronage and support. It is important, therefore, in consideration of the patronage and support it has gained, to examine the basic ideas underlying the junior college. What needs is it fulfilling that already give it the important place that it holds in our system of education?

First, it provides a means of extending the benefits of education as widely as possible in our democratic society. The late President Coffman emphasized the fact that education must train for "followership" as well as for leadership. There can be little question that the problems of our democratic society are becoming increasingly complex in nature. If democracy is to survive, the level of education of its citizenship must be raised as the complexity of its problems increases. It is obviously impossible, for many practical reasons, among which economic limitation is one of the most important, to bring all those who could profit by education above the high school level into our existing institutions of higher education. The alternative is to develop centers for the extension of education in communities where their benefits are more directly accessible to

all who can profit from them. The total enrollment in our colleges and universities at the present time is equivalent to only 13 per cent of the number of high school graduates. Granting that there are many who do not possess the competence to pursue education beyond the high school level, there must still be an impressive number of young men and women who have the potentialities to profit by further work. The junior college is an agency for taking to the community further educational opportunities that are denied those who possess these potentialities but who cannot leave the community to attend higher institutions, either public or private.

Second, the high schools are essentially institutions that provide a basic general education, both in preparation for more advanced work in colleges and universities, and in preparation for participation in the practical affairs of society. But the high schools cannot, in the four years during which they commonly have the students, provide an adequately rounded general education either for citizenship or for university work. There are significant areas of human experience that cannot be included in the high school curriculum. Moreover, the high schools cannot within the present scope of their programs provide for an adequate integration of the basic facts and principles in all the various fields of knowledge, in order to afford a unified type of general education to their students. This is well evidenced by the fact that most colleges and universities in their freshman and sophomore years provide courses that are designed to supplement the student's previous preparation, and that in too many instances even duplicate some of the course work that he has already had. A junior college provides a means of extending and rounding out the student's

general education and in this sense is, strictly speaking, secondary rather than collegiate or university in character. Probably the most promising approach to this unification of general education is being made in the four-year junior colleges, of which there are approximately a dozen in operation now in the United States.

Third, I have already indicated that economic limitations prevent many high school graduates of excellent promise from attending colleges and universities away from their homes. There is another aspect of this economic limitation which is quite as important from the standpoint of the role played by the junior college. The reports of the American Youth Commission indicate that 41 per cent of youth between 15 and 19 years of age are unemployed; that 24 per cent of American youth between 20 and 24 years of age belong to the ranks of the unemployed. This is the highest percentage of unemployment for any single age group in this country. More than two million youth in the college age group become a social liability unless we provide constructive educational experiences for them. The federal government has, of course, already recognized this problem by providing funds for the maintenance of out-of-school projects through the NYA and by providing a limited amount of aid to students in order that they may continue in high school or college. In fact, some of the leading authorities interested in the work of the youth commission and the NYA insist that our colleges and universities have on the whole so overlooked or neglected an opportunity to provide a type of education appropriate to the needs of this large group of youth, that the government is likely, more and more, to set up its own agencies to provide for them. The junior

college undoubtedly provides an opportunity for many youth in local communities to continue their education, who would otherwise belong to the ranks of the unemployed.

Fourth, the junior college in extending the period of general education must provide and is providing special education for those who because of lack of ability or because of economic limitations cannot progress beyond the junior college level. This emphasis is forcefully indicated by the growing provisions in junior college curricula for courses in aviation, drama, horticulture, pharmacy, business, architecture, nursing, forestry, radio broadcasting, merchandising, banking and finance, and in technician's work in engineering, nursing, chemistry, and medicine. Semi-professional courses combined with certain basic courses in general education undoubtedly provide a much needed type of preparation for participation in current social life at the end of the junior college.

I have summarized the importance of the junior college movement, and some of the basic ideas underlying it, not for the purpose of casting a shadow on the future of the liberal arts college, but merely as a basis for facing realistically the implications of this movement for liberal arts colleges. I do not mean to give the impression by anything that I have already said that the liberal arts colleges have been entirely complacent or static with reference to their own programs. The attempt at defining purposes, revising curricula, and otherwise improving the quality of their work, is evidence that the colleges throughout the country are not wholly satisfied with what they have been doing. The junior college movement gives rise to certain specific questions, however, that must be taken into account by the liberal

arts colleges in revising and improving their programs.

First, these colleges must face the question of whether they shall formulate their purposes and programs and then look for a supporting constituency appropriate to their offerings, or whether they shall study the needs of what they regard to be their constituency and then shape a program to meet those needs.

Second, consideration needs to be given to the question: Are the basic premises underlying the junior college sound? If so, what is the significance of these premises for the liberal arts college? For example, shall the liberal arts college differentiate the first two years of its program and endeavor to articulate the work of these years more closely with the student's previous high school program so as to round out the student's general education? If such a plan of organization is adopted, what type of specialization shall be provided at the upper level?

Third, does the provision of departmental majors and minors provide a satisfactory type of specialization, or should departments be combined into major divisions or fields with the idea of providing some degree of specialization along with an opportunity for the continuation of general education? Is a two-year period of education at the upper level adequate or should the liberal arts college consider introducing a three-year program at the upper level, based upon the foundation of general education afforded by the high school and the junior college program? This question assumes particular importance in the light of current discussions of granting a bachelor's degree at the end of the period of general education, that is, at the end of the junior college.

Fourth, if the basic premises underlying the junior college are not accepted

by the liberal arts college, what shall be the nature of a four-year program of liberal arts education? Can its purposes be attained best through a program centering in the great books, through a program of introductory survey courses followed by more specialized courses in various departmental fields, through departmental samplings in the earlier years followed by integrating and synthesizing courses in the upper years, or through a program that allows each student to follow his own interests with the expectation that as he advances his interests will expand so that by the time he graduates he will have achieved a fairly well-rounded liberal arts education? The adoption of a four-year unified program in the liberal arts immediately gives rise to a subsidiary question: Does this mean ignoring the growing number of graduates from junior colleges who may wish to pursue further education, thus compelling them to transfer to universities whose programs provide an articulation with the junior colleges? Also, is it possible to select a group of students for admission to the four-year liberal arts curriculum who will continue throughout the program, thereby achieving the purposes for which it is designed, or will a large percentage continue to drop out at the end of the freshman and sophomore years without having achieved the unified liberal arts education? We cannot escape the fact that from 25 to 33 per cent of students who now enter colleges and universities as freshmen do not continue their work for more than one or two years. This fact argues strongly for the operation of a program that is terminal in nature for this group; therefore, the selection of a student body that will persist throughout the four years of the liberal arts is especially important.

Fifth, if the liberal arts program is organized so as to differentiate between general education in the first two years and specialization in the later years, what provision shall be made for the admission of graduates from junior colleges? This problem has two distinct aspects: (a) Will the educational needs and purposes of junior college graduates be served by the advanced programs in the liberal arts or should these graduates be encouraged to enter professional schools and fields of specialization in the universities? In other words, do junior college graduates constitute a logical constituency for the liberal arts college? (b) If junior college graduates are to be encouraged to transfer to the liberal arts college, what cognizance shall be taken of the type of preparation they bring to the institution? This is particularly important in the light of the current trend toward the introduction of semiprofessional and vocational courses in the junior colleges. The same problem arises, of course, to some degree in the admission of freshmen. It is quite conclusively demonstrated, I believe, that the pattern of subjects pursued by high school students bears no significant relationship to their success in college. This conclusion weakens the position of the college in prescribing rigid patterns of subjects for admission. The junior colleges are already protesting the domination of the curricula by higher institutions. Joseph Roemer, in addressing a group of junior college representatives recently said: "The tragedy of the junior college movement is that it has never declared its independence. College domination is as true of it today as it was of the public high school 25 years ago."¹ I have seen

evidence of arbitrary domination of the type referred to in certain states in which junior college courses, if they were to be accepted by the state university, had to bear the same title, had to have the same content, and had to be taught in the same year as courses in the freshman and sophomore years of the university. This practice implies the very doubtful assumption that the state university has settled satisfactorily the whole question of general education.

These questions and others that will inevitably arise as the liberal arts college faces the junior college movement cannot be answered arbitrarily. To do so is merely to further avoid facing the basic issues they present. I can foresee some liberal arts colleges holding strictly to the idea of a unified four-year program of general education; selecting a student body in terms of requisite ability, and in terms of institutional purposes and resources. These colleges will hold a position in higher education somewhat comparable to that held by the private academies of today that have survived the rise of the public secondary school.

On the other hand, I can foresee liberal arts colleges that differentiate lower level and upper level education. In some instances they may delegate the program of general education entirely to the junior colleges, providing a program of upper level education, three years in length, leading to the master's degree. I do not have enough power of divination to forecast which colleges shall move in one direction or the other. That is a problem that the faculty and administration of each institution will have to solve in the light of the factors that I have presented and of many others that I have not mentioned.

¹ *Proceedings of Northwest Association of Secondary and Higher Schools*, Spokane, Wash., 1938. pp. 26-28.

Counseling for the Teaching Profession

MAY V. SEAGOE *

In counseling for teaching there are three factors to which consideration must be given. The pattern of abilities within the individual himself is that to which research has most to contribute. Of equal importance are the demands of the profession, particularly as those demands are in the process of transition. Then, most often neglected, there is the degree of interest in teaching.

ABILITIES REQUIRED FOR SUCCESS

Research workers have long been interested in analyzing abilities requisite for teaching success. Scholastic standing, intelligence, and certain personality factors have in turn been studied. Certain relationships have been found, yet counselors have been hesitant in using the findings because coefficients of correlation between single factors and teaching success are comparatively low.

Actually, the predictive value of measures of certain types of ability on the junior college level is greater than might be inferred. In the first place, an individual prediction is based on several factors rather than on a single criterion. Data on scholarship, intelligence, and personality are combined with case study data to form a clinical picture, and on the basis of the whole pattern the recommendation is made. Weakness in one element may be balanced by unusual strength in another.

In the second place, the junior college is dealing with a relatively heterogeneous group, including both teachers and non-

teachers. Most of the research has concerned itself with degree of success within the teaching profession. The statistical effect of such a narrowing of the range of talent is to decrease the size of coefficients of correlation reported. Prediction with the heterogeneous junior college group is probably on firmer ground than reported research might seem to indicate.

In the third place, research has used as criteria of teaching success ratings which themselves are comparatively unreliable. Shannon obtained coefficients of reliability, varying .67 to .83 when teaching success was measured by attention scores, of .49 to .84 when score cards were used, and of .26 to .92 when general estimates of success were requested. The effect of a comparatively low coefficient of reliability in the criterion is to reduce the correlation between that criterion and any other factor. The lack of reliable measures of teaching success tends to minimize reported relationships between success and abilities required.

It seems clear, then, that the apparent uncertainty concerning abilities needed in teaching need concern the junior college counselor less than might at first appear. There are certain abilities demonstrated to contribute to success in teaching.

Intelligence, judged by performance on a standardized test, is one of the needed capacities, though there is some confusion in research data. Odenweller found a zero correlation between intelligence and degree of teaching success, and other studies have indicated low relationships. It is suggested by Wad-

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dell, however, that the so-called "progressive" type of teaching may weight the intelligence factor more heavily than does formal teaching. This hypothesis has to some extent been verified by Haynes, who found that in sixth grade history classes teachers with high intelligence asked fewer questions altogether and a higher proportion of thought questions than did the less intelligent teachers. Finally, the fact that at least normal, and probably somewhat superior, intelligence is needed to complete the four to five years of college work in the teacher training course argues strongly for the acceptance of intelligence as a factor in teaching success. The potential teacher should, then, possess normal and more than normal intelligence.

Subject matter mastery as indicated by achievement tests or grade point ratios is a second factor, overlapping with intelligence. Sandiford and his associates found the correlation between degree of success in teaching and grades in college to be low. Odenweller found content background second in importance in teaching success. Wood suggests a program in which subject matter achievement constitutes half the total prognostic value. It seems probable that more highly specialized factual content must be at the finger tips of the teacher in junior colleges and secondary schools than for the elementary school. Possibly content mastery should constitute the chief basis for the decision between elementary and higher teaching. Probably, as with intelligence, the most tenable conclusion is that the student should give evidence in junior college scholarship at least high enough to indicate success in a four-year college course to constitute a potential teacher.

There are numerous indications that personality, as yet relatively undefined,

is an important factor in teaching ability. Odenweller found personality ranked first in importance. Such teaching prognosis tests as the Morris Trait Index stress social leadership and indicate fairly high correlations with teaching success. Peck found on the basis of objective data that teachers as a group were less well adjusted than women who are not teachers, and that women teachers were less well adjusted than men teachers. The neurosis has been recognized as the occupational hazard of the teacher. Whether teaching draws persons susceptible to neurosis as a compensatory outlet, or whether the problem is presented by the pressure to conform to community mores such as those reported by Hanson and Umstattd, is uncertain. It would seem wise to assume that at least normal emotional adjustment is requisite, and preferably some degree of social interest and social leadership should be present.

CHANGING DEMANDS

Demands of the teaching profession in general are well known by readers of this *Journal*, yet a review of trends may be significant. Such an analysis is based on general observation rather than on objective data, yet it may have some validity.

In the first place, there is stress on understanding youthful personalities in all their varied forms. Schools now accommodate all of the children of all of the people rather than a select group. In addition, the school is now interested in broad development rather than in subject mastery alone. The increased need for training in educational psychology is apparent.

In the second place, there is the tendency toward fusion, integration, and functional wholes within the institution itself. The result is a need for greater breadth of knowledge at all levels,

whether as a basis for the unit on electricity in the sixth grade or the humanities survey in the junior college. Narrow grooving within a major field is no longer desirable: a group major, including several related fields, is particularly valuable for the secondary school or junior college teacher.

In the third place, the community is demanding increasing cooperation between school and youth agencies, and between school and adult social groups. The teacher may no longer be wholly bookish or even wholly teacherish: professional contacts are expanding and professional demands are broadening. The need, not only for courses in educational sociology, but also for opportunities for experience in youth work and in recreational contacts of a general nature is apparent.

INTEREST IN TEACHING

The element in counseling where guidance may be most effective, yet that which is most frequently overlooked, is that of interest in the teaching process. Not every student who has the abilities suggested wishes to teach. If interest has its roots in pleasant association, it follows that the school may generate interest through exposing promising students to such experiences.

On the basis of observation, now being checked objectively, students who actually enter training for teaching make the decision to teach for the most part during the junior college period. That decision has its basis in either the presence of teachers in the family or friendship group, or more often in specific experiences. Students cite as experiences leading to a teaching interest caring for children, playing school, reading stories to children, taking charge of a class in the absence of a teacher or as a class officer, working in the school office, tutoring, giving music lessons,

teaching a Sunday school class, acting as counselor in a summer camp, sponsoring scout or campfire groups, and working on a playground.

Aside from the value of such experiences in the development of interest, there is definite value in giving background for intelligent assimilation of material in teacher training courses. There is developed awareness of problems and of teaching situations which helps greatly in professional training.

SUGGESTED JUNIOR COLLEGE PROGRAM

A junior college program contributing toward improved teacher selection might well include:

1. A program of self-evaluation, including intelligence, achievement, personality, and prognostic tests. The tests should be centrally scored so that reliable data is available to the counselor, and the significance of the test for teaching should be discussed with the student.
2. A full statement of requirements for certification, of hazards as well as advantages in teaching, of probabilities of placement at the various levels, and of out-of-school demands on the teacher's time.
3. First-hand experience in situations leading to the development of interest in teaching. Promising young people may be encouraged verbally in the teaching ambition, asked to lead groups within the school, asked to undertake storytelling groups and Sunday school classes, to assist on the playground, to tutor pupils who have been absent, and the like.

The implementation of such a program will vary with the community. A general orientation course may serve such a purpose. Such a program might well furnish basic activities for a Future Teachers of America Club. Perhaps there is an honorary organization which

could logically undertake certain parts of the program. Whatever the method used, such a plan should result not only in better teaching selection, but also in greater enthusiasm for teaching as a vocation.

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NEW MEXICO MUSEUM

Eastern New Mexico College's museum, established through the plans and energy of the Roosevelt County Society of Art, History and Archaeology, will be operated by the New Mexico State Museum as an experimental laboratory in educational methods. Among permanent exhibits already secured for the new museum are the skull and other bones of the now famous Cog, prehistoric man dug up near Arch, New Mexico, and recently returned to the college from Harvard, where he was under

study; and a complete Kiowa Indian display, purchased for the new museum by the State Museum and exhibited recently in Washington, D. C.

PRESS CLUB DIRECTORY

The newly formed Marin (California) Junior College Press Club took as its first project for student service the compiling and publishing of a *Press Club Directory*, which contains names, addresses, telephone numbers, course majors and high schools from which the students graduated; also addresses and telephone numbers of the college board and faculty members. This is the first time such a project has been attempted by Marin students. The directory was not a student-body activity, but solely the activity of the local Press Club under the presidency of Jay Gordon.

CAREER FORUM

More than 1,700 high school seniors from Northeastern Pennsylvania, attended the fourth annual Career Forum held on the campus of Scranton-Keystone Junior College April 26. Forum sessions started at 9 a.m., and concluded following a banquet in the evening. Dr. Morris S. Viteles, Professor of Psychology at the University of Pennsylvania, gave the two principal addresses, speaking before the general session in the morning and at the banquet in the evening. Thirty-nine discussion groups were available to the high school and junior college students and each was largely attended.

CREATIVE ARTS DAY

Creative Arts Day was observed at Hardin Junior College, Texas, in April when original student productions in art, in music, in literature, in dramatics, and in speech were presented to the public.

The Function of a Board of Associates

JAMES H. HALSEY *

Having been born in 1928 in educationally conservative New England, where the attitude toward junior colleges at that time was decidedly "radical and unwarranted," the Junior College of Connecticut in Bridgeport felt the need of a friendly group of citizens upon whom it could depend for moral support.

From this need has grown a unit of 75 outstanding civic, business, industrial, and social leaders, who are organized under the name of the Board of Associates of the Junior College of Connecticut.

The fundamental purpose of this organization is "to develop a friendly spirit of cooperation between the public and the College, to give advice and counsel upon problems which the Board of Trustees may bring to their attention, and to foster and advance the welfare of the institution."

The Board of Associates has no financial obligations or responsibilities, and this fact is rigorously adhered to. No dues are charged, the members are never solicited for funds, and only rarely may they be invited to serve on committees of patrons and patronesses.

In order to accomplish their objectives, the Board of Associates recently has been organized into five committees under the following headings: enrollment, endowment, employment, outside speakers, and public relations. A sixth standing committee is being considered, whose work would be that of membership and attendance.

Two or three general meetings of the Associates are held during the year.

Usually these are luncheon meetings which only the members attend, but occasionally a dinner meeting is planned, when the wives and husbands are present.

The program of the general meetings varies. There is always a report on the status of the college by its president, there are reports from the standing committees, there is general discussion of proposals, and frequently there are brief talks by students. These luncheon meetings are held at the University Club, beginning at 12:15 and closing at 1:45 p.m.

The dinner meetings are more leisurely affairs and imbued with an aura of social importance. Dress at the evening meetings is usually formal, the event is held at the most exclusive country club in the vicinity, the program of reports and talks is more impressive, and usually a speaker of some prominence in education is the guest of honor.

In addition to these general meetings of the entire board, the six standing committees assemble more frequently for short discussions and the planning of details which come under their responsibilities.

The personnel of the Board of Associates is representative of the entire Bridgeport community. The present members can be classified as follows: 4 bankers, 13 lawyers, 9 business executives, 17 manufacturers and industrialists, 7 clergymen, 3 dentists, 5 physicians, 4 investment brokers, 4 newspaper publishers, 3 social leaders, 1 accountant, 1 architect, the secretaries of the Chamber of Commerce and the

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Manufacturers' Association, the secretary of the Y. M. C. A., and the assistant superintendent of schools.

In addition to the value in moral support in developing "a friendly spirit of cooperation between the public and the college," the Board of Associates has a record of several practical accomplishments which have been of direct value to the Junior College of Connecticut.

The endowment committee has initiated a program urging interested persons to change beneficiaries on existing life insurance policies in favor of the college where such a change is possible, and it is preparing a list of persons who are financially able to provide endowment funds.

The outside speakers committee has brought to Bridgeport two outstanding speakers who were heard by large audiences at the Chamber of Commerce and an open forum, and it is endeavoring to bring to the city such persons as Robert M. Hutchins, Herbert C. Hoover, and Mrs. Eleanor Roosevelt.

The employment committee attempts to help secure jobs for the graduates, the alumni, and the part-time students. It also conducts an annual symposium for the sophomore class on "How to Get a Job."

The public relations committee has arranged for distribution of descriptive literature to the business houses and industrial plants, and it has organized five community committees to counsel and advise college authorities on the objectives in a new program of terminal education. Topics discussed by these five committees for the terminal courses included the need of such education, factors to be emphasized in the curriculum, suggestions and detailed plans for a program of cooperative work for the terminal course students, and plans for the placement of the students who

graduate from the terminal courses.

The enrollment committee has arranged for the free distribution of an advertisement of the college, which was carried at least once in all the county newspapers, and it raised funds to pay part of the tuition expenses for four deserving students.

One of the most recent achievements of the Board of Associates is the development of a plan to relocate the college campus on Long Island Sound at the estate of that well-known former Bridgeport citizen, P. T. Barnum. This proposal was worked out in detail, and at the time of this writing seems almost a certainty.

The Board of Associates also provides an excellent training ground for prospective members of the Board of Trustees. Recently one of the Associates, a woman who has been very active in the affairs of the college, was elected to membership on the Board of Trustees.

This large group of 75 citizens has many potential values for the Junior College of Connecticut, and it is probably safe to say that the organization has only just commenced to work. New members are being added every year, and eventually the Board of Associates roster may contain 200 or more names. It is expected that this board will be exceptionally helpful and valuable when the Junior College of Connecticut plans an endowment campaign.

Since it is probable that the Board of Associates would not function of its own volition, it is necessary for someone on the college staff to prod the group frequently and to organize many of the activities. However, this investment is beginning to show results and the Junior College of Connecticut is proud indeed of its Board of Associates; and it looks forward to many more valuable contributions from this auxiliary organization.

Development of Humanities Survey

DOROTHY WEIL*

In June, 1940, the three Chicago City Junior Colleges completed six years of existence, and, incidentally, six years of experimentation with so-called "survey" courses. Since the writer has been in continuous charge of the Humanities Survey at Wilson College from its inception, it has seemed worth while to set down something of the history of the course during that time, and the experience of those teaching it.

The plan on which the Chicago junior colleges were established in 1934 was one of emphasis on general education by means of required survey courses of a year's duration in social sciences, biological sciences, physical sciences, and humanities. These four survey courses, with a year of required English composition, comprise 30 of the 60 hours of work necessary to complete two years of junior college study. The other 30 hours of work are elected by the student in the fields of his major interest, such as social studies, science, literature, mathematics, foreign languages, business, etc. The Humanities Survey is the only required course in the entire two years of work with any emphasis on literature or art, history, music, or philosophy.

Wilson College was the only one of the three city colleges which offered the course in Humanities from the day of opening. The course is required in the *second* year, of all those now expecting to graduate, and so, obviously, it was not imperative to offer it in the opening days of the colleges. When Wilson opened, however, nearly 50 students

who had already completed a year of college work entered. Many of these had attended the former Crane Junior College and were interested in the new plan of general education. Most of them elected the Humanities Survey—a fortunate thing, since it gave us a manageable group with which to try out the course while it was still in its tentative stages, before plunging the entire student body into it. So great was the interest in the course, that, beginning in February, both Herzl and Wright junior colleges started an elective group, an entire semester before it became necessary to offer it under our plan of general education.

Those of us who, six years ago, embarked upon the course, set sail upon an uncharted sea, except for the experience of the University of Chicago, where conditions are very different from ours. We had nothing whatever to guide us except the results of some informal discussions held during the summer preceding the opening of the junior colleges by members of various departments of the former Crane College faculty, some of whom have never been assigned to teach in the present colleges.

We had been told that all of the surveys were to be handled in large lecture groups which, as in the University of Chicago plan, would meet three times weekly, and in small groups for discussion once a week. The one tangible thing with which the informal vacation committee emerged was a tentative list of approximately 45 subjects or topics to be discussed in the lectures of each semester, and a brief summary (not over

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200 words for each lecture) of the material to be covered by the lecturers during the first semester of the course.

We had come to certain other conclusions, as a result, often, of heated discussions among the representatives of the various specialized departments of the earlier college.

1. We agreed that, since the city colleges admit all holders of city high school diplomas, our group is far less homogeneous than that of the University of Chicago. (This does not mean that our course should be directed only to the abilities of the average student, although there is always that implication to contend against in discussion relating to public junior colleges. It means instead that great differences in personal achievement must be expected* and that details of guidance and direction must be very specific and helpful for the poorer students, but that the course must also give the good students material worthy of their abilities.)

2. We agreed that the main emphasis of our course was to be upon an understanding of our own modern contemporary culture. Hence our tentative plan devoted about 12 lectures, or about 15 per cent of the year's time, to a discussion of post-war contemporary culture, which we felt would be the point of greatest interest for the modern student. The University of Chicago course did not attempt to go beyond 1914.

3. After discussing various plans for orienting the diverse "fields" covered by the humanities, we had agreed that the chronological approach gave us our best frame of reference, since the dependence of any age upon preceding

developments and events could thereby be definitely shown, as well as the general characteristics and manifestations of an era throughout all its various phases.

From our first tentative list of lectures has emerged, in the course of six years of work on the part of all members of the department, our present syllabus, which is the backbone of the course at Wilson. This syllabus has gone through an interesting evolution. It began with a few summaries for the first semester, which were mimeographed and handed to the students each week. Besides the mimeographing of the prepared summaries, those of us at work on the new course were also writing the summaries for the second semester of the course.

Because we struggled in the early stages of the course with sheaves of partly organized separate sheets of mimeographed material, we recognized what an enormous waste of class and lecture time the distribution of such material entailed, and saw the inadvisability of doing it for the second year when the group would consist of hundreds of students instead of 50. On our own time, therefore, some of us again worked through our summer vacation upon the preparation of our first bound syllabus, a lithoprinted booklet, for the first semester only. The typing was done by an expert, and paid for, but all of the proofing, arrangement, emendation of the first inadequate summaries, etc., was done by one or two of us, since the rest were away on vacations. We decided to bind the two semesters separately as an economy measure, because we thought that many who started the course might not finish it, and we continued the practice through the third year, when the two syllabi were issued for the first time in printed

* A report by Dr. Max Englehart, the examiner in the Chicago City Colleges, on the *September, 1937 Mental Test in the Chicago Junior Colleges* indicates that our students range upward to the mental ability of the very best college students in the country, as well as down to the very poorest.

form. After that we abandoned the plan of printing the semesters separately for two reasons: the first was the greater value for the student of an overview of the entire course at its beginning, and the second was that the added cost of two bindings made the saving on printed material unimportant.

By the third year we were making a number of changes. Some lectures were omitted, others were entirely rewritten, many were rearranged as far as order was concerned. We had limited and defined our "indispensable" readings, changed our references and certain of our texts. The result was that since basic changes of this kind often necessitated the preparation of complete new pages as far as litho-printing was concerned, in the long run type-setting became cheaper, because it did not have to be entirely recast when page alterations were made. Hence the change from lithoprinting to printing with the third edition. Both the fourth and subsequent editions were printed in a single volume, enough being ordered for all three colleges and for the use of a second class which enters in February as well as for the group which enters in September. Hence our editions have run about 2,500 copies each year, a fact which enabled us to have them handled by the bookstores and put into the students' hands at the small cost of 25 cents for a booklet of approximately 130 pages. No profit whatever is made on the syllabus. It is sold to the student at the bare cost of printing and paper. But this low cost is possible only because the changes have been gradual, and because many persons teaching or lecturing in the course donated their time and services to its improvement.

The present syllabus contains the plan of the course for the year, i.e.,

the complete list of lectures and the developed outline for each lecture, as well as the specific reading assignments for the weekly units of indispensable readings. Once the student is in possession of the syllabus he has a complete outline of the course and of all the assignments. He soon understands, as a casual visitor to a single specialized lecture would not, how each lecture fits into the general plan and is part of a larger unit contributing to the discussion of an entire era, an era which in turn is a contributory influence to the stream of development we term Western Civilization.

The material of the course is described in the introductory lecture in the syllabus, thus:

The work of the first semester begins with the earliest forms of civilization as found around the Mediterranean basin, including Egyptian, Hebrew, Greek, and Roman contributions. The second period centers around the mediaeval period, including the growth of the Church and the growth of national groups, with the consequent cultural developments from these forces as expressed in literature, philosophy, art, and music. The third period emphasizes the widening of man's cultural horizon both because of scientific and geographic discovery, and because of the invention of the printing press, and stresses particularly the great growth in literature which came as a result of that invention. The semester's work ends with a study of John Milton, who is definitely the heir of the ages that preceded him.

The second semester emphasizes particularly the modern phases of our civilization. The semester begins with a discussion of the monarchies of the 17th century, especially that of Louis XIV, whose court influenced the manners of Europe. The movements of Neo-Classicism and Romanticism are presented as they developed from the underlying philosophies, and in turn affected music, literature, and art. The period of thought from the middle of the nineteenth century to the World War is discussed through all its implications in England, on the Continent, and in the United States. The semester ends with an extensive survey of the modern world—its thought, its literature, its paintings, its architecture, its music, and its stagecraft. The interrelation of these arts and the indebtedness of all to the past are stressed, so

that from the course the student may obtain a synthesis of the intellectual world in which he lives.

Because the Humanities Survey literally takes all fields of culture as its province, it is a peculiarly difficult subject to teach, since no one could hope to be especially trained in all these fields.

The four-year colleges and universities have attacked this problem of varied subject matter either by calling on suitable members of their faculties wherever they might be found to deliver the lectures in a particular field, or by assembling a staff of four or five persons, each expert in one of the several fields, jointly to administer and present the course.

We in the Chicago colleges have had to meet this problem without the extensive faculties of the universities. Hence ours has been still another approach. We have had, from the beginning, a department of lectures under the able direction of Miss Lillian Herstein, who procures for the various surveys suitable lecturers whenever they are requested. These lecturers are recruited from all of the universities in and around Chicago, as well as from other appropriate institutions like the Art Institute, which are sources available only in a great, intellectual metropolis like Chicago. This arrangement means that the Chicago Junior Colleges are unique in having a corps of available lecturers even greater than that of a single university, and this arrangement is, in my opinion, one great source of the success of our courses.

From the beginning of the Survey, our own faculty has, of course, given all lectures on historic development, on French, German, English, and American literature, on music and sometimes even on art, architecture, and engineering. But when the course essayed the

more difficult fields of philosophy and religion, none of our faculty was competently trained to discuss them adequately, and we were all sufficiently well-trained to recognize our inadequacy. Here is where the department of lectures functions. From the beginning we have had a specialist from the Oriental Institute to discuss Egyptian and Babylonian culture, trained theologians for religious subjects, special lecturers from the Art Institute for art subjects, and a remarkable series of brilliant lecturers for our lectures on philosophy. As a result, one of the principal sources of interest in our course is the variety of speakers and their expertness and competence in handling difficult and complicated subjects. As time has gone on, and we have secured particularly adequate and satisfactory persons, we have tried to use the same ones at all points in the course where their special fields receive emphasis, so that they can build up points of reference from lecture to lecture, thus improving the continuity of the course.

The great source of unification for the survey, which presents such diverse lectures as "The Philosophy of Socrates and Plato," "The Development of Christianity," "The Literature of Dante," "The Crusades," "Modern Music," "The Art of the Movies," has been the chronological arrangement, and the fact that the entire group has been in charge of a single instructor who, in the course of the week, meets all of the members in a discussion period. Thus the instructor in charge has been able, in introducing speakers, to indicate relations between lectures, the beginning and completion of such large units of the course as The Ancient Civilizations, The Renaissance, American Culture, etc., and, in the discussions, to make

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pertinent reference to the points covered by the various speakers.

The subject of the humanities discussion period has never been, as in some courses, a review of what the lecturers have said. Instead it is a definite unit of required reading—history, philosophy, drama, criticism, biography, poetry, a novel, a group of essays—typical of the period under consideration, and illustrating some essential quality of its thought and temper.

The persons teaching the course consider the reading of first-hand material of this nature an absolute essential of such a course. Their aim is not a mere *comprehension* of the culture of an era from having heard talk *about* it, but the *achievement* of some small measure of culture for the participants in the course, through their having actually experienced some material of which the culture of the era is composed.

The problem of textbooks has been a difficult one from the beginning, and one which we have not yet solved entirely to our satisfaction. Ideally we should like our Humanities students to acquire and read for the course a shelf of perhaps 20 or 25 of the world's great books. Recognizing that this is a financial impossibility for our students, we considered ordering a large number of copies of each book for the library and found that, quite aside from the enormous financial outlay, our library experts did not approve of the purchase of a large number of copies of the same book for junior college libraries. Ultimately the problem was solved by selecting as a basic text a book of readings.* Necessarily the available texts, since they were not

designed especially with our course in mind, contain many things which we do not use, omit many we would like, and offer only fragmentary selections of certain works we would like fully treated. The result is that after selecting as wisely as possible from available texts, our course perforce has had to be shaped somewhat by the selections for which we can hold our students responsible because they are in the required text. For the work of the second semester, particularly, we have supplementary library readings, but many of our students are employed in addition to attending school; many of them fill free school hours with NYA work. The result is that library assignments are not done with the same promptness and thoroughness as text assignments. Texts of selections have been improving, partly in response to the demands of courses like ours, but we have been slow in changing because every time there is a new text adoption, syllabus assignments, worksheets and quizzes must all be remade, and frequently a text which improves in one direction sacrifices valuable material in another.

A second text problem has been that of supplementary reading. Our original idea was that the lectures would afford the background of historic and social development necessary for an understanding of the basic readings, and that students would do voluntary reading in background material entirely at their own desire and discretion. We have found, however, a real demand on the part of many students for definite assignments to supplement the lectures, and we have tried to meet it in different ways. We have used some of the newer history texts, and we have tried various "surveys of civilization." None has been entirely satisfactory, because

* At Wilson and Wright Colleges this has been from the beginning Percy H. Houston and R. M. Smith, *Types of World Literature* (Doubleday Doran, 1930) but Herzl experimented with another text last year.

most of them are designed as the principal text for a course covering as much time and giving as much credit as our entire course, yet not requiring the units of reading we consider our major interest. That is, they are all too long, expensive, elaborate, and complete for our purposes. For the time being we are using Barnes' *Intellectual and Cultural History of the Western World* because its chronological arrangement and emphasis, in special sections, on art, literature, and music, comes closer to the needs of our course than any other text I know of at present. Moreover the *Manual and Workbook* written to accompany it by some members of our junior college faculty breaks it down into a more nearly assimilable mass, than any text not so accompanied. Certainly the use of some such text to supplement the readings and to reinforce the lectures has helped to clarify and enrich the course.

The real problem of the course for us who are teaching it is the problem of time. Necessarily, since the aim of the course is a survey of the culture of Western Civilization from its early beginnings to the present, the lectures, which form the backbone of the course, march along at a very rapid pace, particularly since they were, last year, reduced from three to two each week. Necessarily, the specific weekly assignments must perforce keep up with them. This means that in a single class meeting the students discuss, for the only time in the course, Greek Philosophy, or Hebrew or American Literature, or Romantic Poetry, or The Realistic Novel, or The Ancient Epic. All of us teaching the course feel that its value would be incalculably increased if, without increasing the subjects considered, the discussion time were increased from one to two hours per week, so that the students might have more chance to

dwell upon a single phase of the work.

Consider what the Humanities teacher is trying to do: the student, during the week, reads two realistic dramas in anticipation of a discussion on the subject—surely not too lengthy or too difficult an assignment for a week of college work. The teacher of a regular drama course, however, who meets the student three times a week, might devote two or even three class meetings to a consideration of a single one of these two plays. It is not that the amount of work required of the student is greater than in other courses; it is just that the amount of time he is given for relieving or "purging" himself of the enormous stimulation he has received from his reading is too greatly curtailed.

Despite the inadequacy of the time allotted for the course, those of us who have been teaching it are enthusiastic about it. We may be momentarily impatient with details of administration or subject matter, but we uniformly believe that the student who completes the course has derived an invaluable understanding and integration of the various arts which comprise the fine flower of Western Civilization. We are sure that by means of this exploratory survey the student is awakened to new interests, new understandings, new stimuli that reveal many vital aspects of the world around him to which his eyes and ears and mind would otherwise have been blind and deaf and dumb.

Most of us who did not have the guidance and direction of such a course struggled for years to build the basic pattern of cultural development here revealed. Surely the student supplied with such a charting should be able to discover where his interests lie, to understand the interests of others, and to find in these rich contacts boundless to find boundless satisfactions for the stimulation and enrichment of life.

Freshman Reading Program in Junior College

JAMES A. BOND*

If we think of it, all that a university or final highest school can do for us is still but what the first school began doing—teach us to read.—Carlyle.

The reading program for freshmen herein described, as carried on at Bethune-Cookman College, involves the attempt to achieve two objectives: (1) effectiveness in reading, and (2) appreciation and enjoyment of reading.

The program during the first quarter centers around the problem of improving reading ability. During "Freshman Days" the *Iowa Silent Reading Test* is given. This test is designed to measure four major aspects of silent reading ability, namely: (1) comprehension, (2) organization, (3) ability to locate information, and (4) rate of reading. The scores of the examination for each student are placed in the student's individual composite record folder, which is available to each instructor. The instructor is thus provided with a rather exact notion of the several elements of silent reading ability in the class, as well as with specific information concerning the limitations and strengths of the students.

The work of this quarter is done in two sections of about 60 students each. The class meets once a week, using a 120-minute period. This phase of the work is conducted by the staffs of the education and English departments.

The objectives are two-fold: (1) to provide a body of factual material practically useful to the student, and (2) to furnish laboratory exercises designed to improve the reading abilities of stu-

dents. The factual material deals with background factors in reading, the aspects of reading, the levels or types of reading, the characteristics of a good reader, and the evaluation of reading material.

The basic supplementary reading material is found in: *The Diagnosis, Remedy, and Prevention of Reading Difficulties*, House. *A Laboratory Course in Reading and Writing*, Himes and Christ, Chapters III and IV, pp. 21-71. *Every College Student's Problems*, Werner, Chapter VIII, pp. 161-185. *The Mind at Work*, Lyman, Chapters IV, V, VI, and VII, pp. 149-336.

The remedial or laboratory work is planned: (1) to improve the mechanical habits of the student in reading; (2) to increase the student's speed of reading; (3) to improve the student's comprehension of short units of thought, that is, of paragraphs; (4) to assist the student in getting essential ideas before reading in detail, and to distinguish between essential and non-essential ideas; (5) to improve the student's comprehension of large units of subject matter. The basic text in this phase of remedial work is Pressey's *A Manual of Reading Exercises for Freshmen*. All students are required to own personal copies. Additional material for exercises is provided in Tenney's *Intelligent Reading*.

The program of the second and third quarters centers around the problem of helping students to appreciate and enjoy reading. The specific objectives of the program are: (1) to cause the student to establish the habit of reading

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by providing satisfying reading experiences; (2) to lead him to express naturally, either formally or informally, what he reads; and (3) to push back or widen his reading horizon.

In an undertaking of this kind cheerful and enthusiastic acceptance of three principles by the administrative and instructional staffs is fundamental: (1) that aside from the teachers themselves, the library is the most important single instrument of instruction; (2) that students be trained to use books as adults; and (3) that library use by students is a distributive responsibility.

In this particular program, the responsibility for library use in the reading program is shared by: (1) the librarian, (2) the English instructors, and (3) by instructors in various other subject-matter fields. This coordinated sharing of responsibility in the reading program makes possible the utilization of procedures, both group and individual; at the same time the use of the library as the center of activities makes conveniently handy and available the reading materials with which the students work.

In this program the librarian, the book collection, and the library quarters are the three immediate essentials. Within this area of threefold responsibility, the librarian becomes the prime factor not only because the selection, organization, and use of the book collection, and the administration of the general library program are dependent upon her work; but, in this particular, because upon her broad training, experience, wide knowledge of books and periodicals, emotional stability, social adaptability to young people, and administrative skill, the entire reading program is based. Through bulletins and exhibits, posters, direction sheets, by appearance and atmosphere, beauty,

order, and quiet, the student is made library conscious. Through ingenious devices of skill and imagination the librarian brings books and students together, arouses enthusiasm and fires their zeal in effectively relating books to life and to the happenings of the world.

As indicated above, the effectiveness of the program is made possible through shared responsibility. The members of the English faculty are responsible for the presentation of the factual material already referred to, and for making certain and vital the mastery of this material by the student through understandings and use. Through discussions in their classes the English staff members stimulate interest and motivate effort. They assist and cooperate with the librarian whenever and wherever need arises.

Instructors in other subject-matter fields contribute to the success of the program when they explore the library and inform themselves of the library resources generally and in their own teaching fields specifically. Oftentimes instructors help students who are having difficulty in becoming accustomed to the ideology or vocabulary of science, history, philosophy, art, psychology, music, or literature by calling to their attention or tempting them to read popularized outlines or treatments of broad fields designed to provide authentic information, yet stripped of the technical or scientific terminology which so often confuses and confounds the entering freshman. Examples of such popularized treatments are *Atoms in Action*, *Men of Music*, *Mathematics for the Million*, *The Life of Greece*, *The Seven Seals of Science*, *The Story of Mankind*, *The Mind in the Making*, *The Story of Philosophy*, and *The Story of the World's Literature*.

Again, faculty members have submitted to the librarian or to their classes lists of books or magazine articles or both which they have read or are reading with pleasure and profit. Oftentimes this has been done very informally and by indirection. The net result is that there is cooperative, collective, coordinated effort by the entire faculty to tempt students to read.

Students are thus tempted to read materials in areas of immediate and personal interest, of need, and at their reading ability level. To assist in guiding the individual reading program of the student, the librarian and the English staff members are provided with a *Student Personnel Data Sheet* of each freshman. On this sheet are recorded: (1) his score and rank on the *Iowa Silent Reading Test*, (2) the *Henmon-Nelson Test of Mental Ability*, (3) the *Inglis English Vocabulary Test*, (4) the *Cooperative Literary Acquaintance Test*, (5) the *Bernreuter Personality Inventory*, (6) *Strong's Vocational Interest Blank* (men and women). During Freshman Days students are asked to state in writing their areas of reading interest and the books they have enjoyed reading. Since the basis of a successful conference is a preview gained from cumulative personnel records the librarian is now ready for her first student conference.

In this the initial interview the student enters into a "contract" with the librarian to read a designated quantity of material. This material may be fiction or non-fiction, books, or magazine articles, or any combination of these. There is no uniform quantitative requirement set up. It varies. Some students will do as little as five or six, while others will "contract" for as many as 12, 15 or 18. Records show one student fulfilling a contract of 25 books.

It should be stated that while the term "contract" is used, there is no external coercion or force compelling the student to enter into this contractual relationship. It is purely a voluntary matter. The librarian functions only as a guide, a friend, a counsellor.

In all these conferences or interviews, the keynote is informality. Sources of pleasure and happiness are sought for, and interests and ideals discovered. The atmosphere of the conference is cheerful, making the student at ease. The questions asked are definitely framed questions of diagnostic values. The general purpose of the librarian in each conference is to bring together, analyze, and digest all available information, and then to sum up all this information into an individual diagnosis, which in this instance is to suggest desirable reading materials. The conference is complete, successful, when the student leaves with the feeling that he is welcome to return for a follow-up, and when the librarian briefly summarizes in a written record the salient points of the conference.

The purpose of the second and subsequent conferences is to provide an opportunity for the student to express original reactions to what he has read and to receive suggestions and help from the librarian. It is not desirable that he make formal or lengthy book-reviews. In fact this is discouraged. Formalism tends to kill the spirit. The only formal phase of the work is that the student report on a card provided for the purpose: (1) his own name, (2) the name of the author of the material read, along with its title, and (3) a brief statement of his reaction to the reading material. This last item furnishes the framework for the conference discussion.

This student reaction may take a variety of forms: (1) stating new ideas or thoughts, (2) stating criticisms, (3)

stating different points of view, (4) recording questions, (5) citing references to related material, (6) writing quotations, (7) writing short summarizing statements, (8) copying key sentences, (9) copying sentences that give the gist.

In some instances this reaction may take a critical turn: (1) the student may record the outcome of a story or novel as absurd, or far-fetched, (2) characters may be untrue to life or unreal, (3) descriptive passages may be unusually accurate or drably ineffective, (4) an incident may be strikingly told. These are sufficient examples to show the multiform types of student reactions to reading material.

This program is only in the experimental stage. Any generalizations or conclusions are at this time, therefore, out of place. Because it is in its embryonic state, it is subject to certain inherent deficiencies, weaknesses, and limitations which only continuous experimentation and use will reveal and, we hope, remove. A few remarks about it are, however, pertinent.

In the first place, it should be made explicit that all of the reading done by our freshmen is not comprehended within the framework of this program. All subject-matter courses require a liberal amount of required collateral or supplementary reading.

Books are the stock-in-trade of a library. The size and the variety of the book collection are potent factors in the administration of a reading program of this character. Early in the operation of it we discovered our deficiency both in number and in range of books. If the library records as to home circulation figures and reference desk figures are really sensitive indices of the intellectual atmospheric pressure, we hope to be able to secure a grant to help in removing this deficiency.

As President Wriston of Brown University says: "So far as recreational reading is concerned, students behave much as other people; if the urge to read can be quickly and readily satisfied, the student will read." We plan in the near future to place shelves of good books for recreational reading in the dormitories—"books that are new and fresh, books that are old and beautiful, books of many kinds to match many moods." At this time no college funds can be used for the purpose, but the books are to come as gifts from alumni clubs, classes, social and civic organizations, and benevolently disposed individuals. These dormitory libraries will in no way encroach upon the work of the central library; they are intended to offer more facility for recreational reading.

There is a suggestion that the reading program might better begin in the first quarter, thus making an activity running through the entire year. This procedure would introduce freshmen to the program at the very beginning of their college careers, at a most impressionable period.

In its present state, the program is for freshmen only. Very likely it will be complemented by some kind of plan that will carry its advantages and opportunities over into the sophomore year.

MEDICAL SECRETARIES

The first graduating class of six medical secretaries from Highland Junior College, Kansas, attended the Kansas State Medical Secretaries Society in Wichita, May 13. The outstanding features of the convention were "Dramatic Skit" featuring correct and incorrect management of a physician's reception room; "Your Doctor's Telephone," discussing voice personality; and "Symposium," presenting ideas of office management.

Junior College Workshop in English

SISTER M. ALPHONSE McCABE, O.S.U.*

At Springfield Junior College the English department has planned its freshman English course to be a specific help both to the terminal students and to those who plan to continue in senior colleges. It is, therefore, the department's constant concern to make sure that any student with credit in this course can carry on adequately in his oral and written expression. The problem is partially solved by the size of Springfield Junior College, which being small, permits small classes and frequent conferences for personal instruction. The program of class instruction is based on certain assumptions concerning: (1) the social needs of the student; (2) the nature of the learner's development; (3) the psychology of the learning process; (4) the aims of the course in rhetoric.

First, because for the majority of the students junior college will be terminal, this course will represent their final opportunity to learn rhetoric. Even for those who will continue at senior colleges, there will be no further courses in the fundamentals of English. Second, since education does not consist of knowledge on all subjects but primarily in knowing how to find, organize, and assimilate information, the student must acquire such training as will enable him to profit by all educative opportunities deriving from his academic, his business, or his social life. Next, the psychology of the learning process demands such a program as has been adopted. Originality is directed best when the

person possessing it has command of approved techniques to give him the benefit of the cultural heritage and to spare him waste of time in fruitless attempts to discover new ways of expressing his ideas.

Training does not hinder but aids originality. Lastly, the department directs the immediate aims of work in rhetoric dual-wise. Accepting its share of responsibility for eliminating errors in grammar, spelling, diction, and punctuation, it systematizes remedial work, setting for each student this goal: find the error and make the correction. But skills are not ends in themselves; it is the practical application of these skills that must be stressed. If a student is to learn to write, he must write. The final and essential purpose of the program, therefore, is training for intellectual independence and responsibility for the content and the form of the student's expression. There must be a balanced development of the abilities to receive, to conceive, and to impart ideas.

With these definitely established aims, the department's techniques and activities are harmonized. A program of studies is made for the student, not the student for a program of studies. Certain preliminary procedures common to all colleges obtain at Springfield Junior College. Segregation of students is determined by information acquired from an English placement test and from high school transcripts, also from data advanced by or sought from the English departments of the local high schools. In a small college, co-ordination of all available sources of information is no great task. Students

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can be assigned, therefore, to respective sections after the first three class meetings. The minimum number of students assigned to any section is 18; the maximum, 25. For those students exempted from Rhetoric 1 and 2, there is an advanced composition course of exposition, argumentation, and description. There are no lecture periods; the mode of attack is the laboratory method; we are still so old-fashioned or so modern that we use blackboards for the visualization of student themes; aside from the Jones-Greever *Collegiate Century Handbook*, we have no textbook nor anthology.

Each student receives a mimeographed plan of the course and a list of theme topics. The traditional three-class-meeting-a-week program holds; to these required meetings, we add a weekly opportunity class for those whose needs demand supplementary group guidance. Apart from these meetings each student has a definite ten minute weekly conference with his instructor. One instructor is normally available to give emergency aid. Thus students have the necessary assistance just when it is needed; they are prevented, therefore, from seeking untutored aid; they ordinarily have less desire to plagiarize; there is created, moreover, a healthy relationship between student and instructor.

Since laboratory activities are more extensive than this paper can specifically outline, only a few of the units will be discussed. Since we start at each student's maturation level, remedial measures are required, for even the more gifted and better trained student has need of some remedial work in the minimal essentials. Naturally, the individual differences present such variations that the major part of remedial work must be done in the con-

ference room. A small part of the class period would seem to be sufficient time to devote to group remedial exercises if the atmosphere so vital for college-level study is to be kept. Accordingly we set aside throughout each semester one-tenth of each class meeting for what might be called a rapid-fire drill on the fundamentals. For this purpose we have a series of departmental mimeographed drills of graduated difficulty. Working against a time-limit, the students do the assigned drill; then the results are rapidly checked by the class and discussed.

Following the setting-up exercise comes a final recheck of the written assignment for possible violations of rules just studied. These informal tests are effective in the matter of inducing efforts at self-correction. Before themes are submitted, they are checked by the student himself for errors common to the group. Such themes are handed in with student corrections properly made. Mr. Below-Average knows that the finding and the correction of errors indicate growth in power in rhetoric; he is becoming intellectually independent of his instructor.

As an additional aid to surveying the situation, a battery of tests is given, the object being to familiarize the student with his capacities and aptitudes as well as his shortcomings. The results shown by these standard tests, by the departmental drills, and by the themes, pave the way for the remedial work done during the individual conference between instructor and student.

Since we are realists, not theorists, we capitalize the idea that if a student is to learn to write he must write. Teaching correct usage does not assist materially in the accomplishment of the ultimate aim of rhetoric, to establish independent thinking. To create the

proper mental set, we initiate expository writing at the first meeting of the college rhetoric class. The introductory writing unit is the business letter, as set forth in Gardner-Aurner's *Effective Business Letters*. The instructor's reading of the student's letters discloses the following facts: Even the gifted student uses trite expressions, is guilty of wordiness; writes the stringy, spillover, unbalanced compound sentence; makes errors in diction; sins by omission in regard to punctuation, and even misspells frequently. The deficient student and the average one present thoughts so confused as to discredit transcript evidence that they have submitted to at least 11 or 12 years of training in English. Since placing blame serves but to disgruntle both instructor and student, we undertake an impersonal search for causes and then administer the remedies: at times the instructor rewrites the letter for the student or again the instructor with the student makes a step-by-step revision. Very jealous of our work of reading student themes, we never delegate that responsibility. What, then, does this early letter-writing do for the student? He gains day by day a deeper sense of the urgency of good writing and a greater feeling of personal responsibility for achieving the goal. He learns above all that he can write and write well enough not to be misunderstood; he realizes that every word he writes is important enough to be read and evaluated by his instructor.

With these details partially under control, we revert to the first of our means for achieving intellectual independence; we survey the field to find the aptitudes of the student as receiver. Supplementary reading of six books is required during the two semesters. The

first report, submitted at the end of six weeks, shows the likes and the dislikes and the reading background of each student; second, the type of written report discloses both comprehension and skill abilities. On analyzing these returns in terms of individual achievement, we plan a guidance program for book selection; we point out the difference between a report and a plot digest. Off guard, many students fail to apply grammatical rules. It is, however, with the specific weekly assignment of standard or current readings, that a better chance is given for testing. In this activity the assignment is of the exploration type, choice of article being made from a long list of current periodical readings. The entire report is limited to one sentence, giving the controlling idea or theme of the article. Comprehension of material read and sentence structure are thus tested. As the work progresses, the type of written report varies from analytical outlines to precis. Later in the course a longer and more comprehensive critical report is made of these standard and current periodical readings. The reading and the reporting assignments of periodical articles are an inherent part of the work in rhetoric. Each quarter the reading of standard and current literature is alternated. Selection of readings from many sources and from a variety of magazines adds to the student's experiences.

Training in thinking links well with that of receiving. The study and the report of the reading imply both evaluation and criticism. The opportunity to comment on a current topic is readily utilized as the basis of a theme; the ability to evaluate is further tested in the presentation of personal views. Radio editorials frequently provide models

for form as well as bases for class discussions.

But obtaining data and using them to create ideas are not enough. The student must know how to impart the results of his thinking. Placement themes always reveal inability to organize known materials. The first procedure, therefore, in theme work is to provide techniques for simple expression. Mimeographed models demonstrate the varied techniques, each technique being based on the state-develop-and-restate plan. Possessing the pattern for organization, the student writes his theme. Not having to concern himself with the problem of finding a method, he has but to write his thoughts on the topic. His assignment gives ample returns to be capitalized during both class meetings and conference hours. The average student has developed no one point; he has merely stated topics. The talented student, too, has probably dealt in generalizations. The next step is to teach how to develop concretely. Now genius and personality assert themselves. Instructor criticism of themes discloses specific needs. Here again reading is associated with writing. Students are shown how to analyze readings in terms of the author's technique; how to profit by the author's sentence-style. During the major research unit, we have great opportunities for testing the student's abilities to think independently. Themes written on college situations, how to perform a laboratory experiment, the writing of an essay or an examination for history, provide material for analysis.

Such practical procedures in the rhetoric laboratory method necessitate constant and painstaking guidance by the instructor and painstaking practice by the student in criticism and revision.

Since our basic aim is intellectual independence, every effort is put forth for developing a practical, usable form of exposition to meet the student's needs now and in his future professional or business career. The fundamental training in composition should aim to develop the student's power of accurate, critical thinking; to stimulate his original powers of expression, both the logical and the imaginative, and to enable him to organize and to develop his materials in such a manner as reflects his own incentives and interests.

In summary, as the primary aim of our rhetoric, we select training for intellectual independence, an ability which shows itself in the power to read creatively, to listen actively, to think, and to present ideas. Laboratory methods and individual conferences to effect improvement in oral and written expression are determined by the student's maturation level and his difficulty as revealed by his weekly assignments. If we are not uncritical, the success of our students over a period of ten years is an indication that this program of general instruction in technique plus one of systematic individual guidance through supervision and conferences, creates power in rhetoric.

The strength of this program lies simply in the fact that we have a freshman English course so flexible that while instructing the group, we teach the individual; that we endeavor to establish techniques; that we have a definite goal; that we design not only to give the ordinary practice in writing but also to establish habits of expression that will be of concrete aid to the student in note taking, in the gathering and the organizing of materials collateral with all his other courses at junior college, and later at senior college as well as in later life.

Reports and Discussion

JUNIOR COLLEGE LIBRARIES

The Junior College Libraries Section of the Association of College and Reference Libraries held one session on Wednesday, May 29, in the Florentine Dining Room of the Gibson Hotel in Cincinnati, Helen Hutchings, Centenary Junior College, presiding. Many guests from other sections of the American Library Association joined the junior college librarians to hear three outstanding speakers.* First on the program was G. Donald Smith of Mary Washington College library. He emphasized the fact that the college library is designed primarily to be of service to the college students, and that all other functions of the library must contribute to it. Professor William M. Randall of the University of Chicago Graduate Library School, then read his paper, "The Real Task of the College Library," stressing the necessity of making the library a *college* library, not simply a library in a college. "The task of the college library is to find out, first, what it is for, and whom it is for, and what its patrons need, not only in books, but in service; and then to devise ways to give these things. The ways may not be orthodox . . . The classification system may not be like any other on earth; the subject catalog may look very strange to a teacher of cataloging. But there is no essential virtue in orthodoxy when it is a question of service. The only valuable consistency is one which grows out of need, not one that grows out of practice."

*The papers presented are scheduled for publication in full in the September, 1940, issue of *College and Research Libraries*.

"Needed Developments in Junior College Libraries" were enumerated and discussed by Dr. Walter Crosby Eells, Executive Secretary of the American Association of Junior Colleges. These developments were considered under the following heads: development of library consciousness on the part of administrators, compilation of information on junior college libraries, improvement of book collections, improvement of periodicals, greater emphasis on library service, better library tools, increased recognition of staff, evaluation of libraries, and organization of a library section in the American Association of Junior Colleges.

At the business section which followed, action was taken on several questions involving future activity of the group. The section voted approval of the publication of a supplement to the Mohrhardt *List of Books for Junior College Libraries*, and instructed the secretary to forward notice of this action to both the American Library Association and the American Association of Junior Colleges. It was further voted that a committee, empowered to take action, be appointed to forward the compilation and publication of current as well as supplementary book lists for junior college libraries.

After considerable discussion, the section approved the preparation of a scale for the evaluation of periodicals for junior college libraries and voted the appointment of a committee to work with Dr. Eells on the establishment of such a scale.

The invitation of the American Association of Junior Colleges to participate

at the next annual meeting of that association was accepted and Miss Lois Engleman, Frances Shimer Junior College, was appointed to represent the Junior College Libraries Section in planning the program for the sectional meeting in Chicago next February.

The report of the nominating committee, Mr. Wave L. Noggle, chairman, was unanimously accepted. Officers for the following year were elected as follows: Chairman, Miss Gladys C. Johnson, Mars Hill College, Mars Hill, North Carolina; Secretary, Miss Maysel O'H. Baker, La Salle-Peru-Oglesby Junior College, La Salle, Illinois.

Though membership in the section was almost doubled during the year, it was felt that desirable continuity of effort could be best secured if the secretary of one year became chairman the following year. It was so voted. After a brief report by the secretary on her work in Washington on the compilation of an annotated bibliography on the literature of junior college terminal education, the meeting adjourned.

LOIS E. ENGLEMAN,
Secretary.

REGISTRARS' MEETING

Individual guidance, educational and vocational, emerged from the junior college division meeting of the American Association of Collegiate Registrars as both the outstanding achievement of many junior colleges and one of the outstanding opportunities of the junior college as an institution.

The annual convention of the Registrars was held at the Hotel Statler, St. Louis, Missouri, from April 23 to 25, inclusive. The junior college section meeting, with five papers and discussion following each, occupied a full morning session on the final day of the convention. Set up for a meeting of 50, the

room proved too small and extra chairs were required. Dean Wilbur L. Williams, of Scranton-Keystone Junior College, La Plume, Pennsylvania, arranged the panel and presided.

The emphasis on the guidance function and possibilities of the junior college emerged clearly from the paper of Walter J. Moberg, Registrar of North Park College, Chicago, whose topic was "The Admission Blank—What does the junior college want to know from and concerning its applicants for admission?" The same theme appeared again in the second paper, by Miss Mary H. Baskervill, Registrar of Arlington Hall, Virginia, who reported on "Admission Requirements—Should and can the junior college differentiate between transfer students and terminal students in setting admission requirements?"

In the three remaining reports attention was centered on the transfer student, but the theme of guidance persisted. On the topic of "The Value of Personnel Records and Objective Tests in Facilitating Transfer," Dean W. P. Shofstal, of Stephens College, described and illustrated with clarity the guidance function in testing and counseling and the value of these aids in diagnosing problems and as giving evidence of growth and achievement. President H. G. Harmon, of William Woods College, Fulton, Missouri, speaking on "The Transfer Problem" brought out the numerous types of information regarding its students which an alert junior college found it possible both to collect and to digest, and thus to use effectively in accomplishing transfer for its graduates.

In a concluding report W. J. Moody, Registrar of Jones County Junior College, Ellisville, Mississippi, dealt with the desirability of the junior college following the progress of its graduates

in other institutions. In his report Mr. Moody presented considerable new material covering the public junior colleges of his state and concluded with the following summary of the advantages which the junior college may gain from getting regular reports from the institutions to which their students continue: "First, a guide in curriculum construction and expansion; second, a guide to the quality of work of the junior college, not only as a whole, but by departments; third, a closer correlation of work, both curriculum and guidance, between junior and senior colleges; and fourth, additional information of value in facilitating the adjustment of the student to the senior college."

In conclusion, the St. Louis session expressed its appreciation for a part on the Registrars' program and suggested that all institutions would gain if at an early annual session of the Collegiate Registrars, a regular convention session were devoted to a presentation of the junior college functions.

NORTH CENTRAL ASSOCIATION

An address that bids fair to become a classic, a spirited discussion, and a tone of impending educational developments marked the second annual dinner meeting of the North Central Junior College Association, held at the Auditorium Hotel, Chicago, on Friday evening, April 5.

Exactly 101 educators and guests, having finished dinner, relaxed to enjoy the address of Dr. A. J. Brumbaugh, Dean of the College and Professor of Education at the University of Chicago, on "The Liberal Arts College Faces the Junior College Movement." Dr. Brumbaugh, who came on crutches, mentioned a fractured knee-cap and announced his new degree of D. D.—dilapidated dean. Then he presented a clean-cut and well-

evidenced analysis of the Liberal Arts College—Junior College situation today. (Note: Dr. Brumbaugh's address appears in full in this month's issue of the *Junior College Journal*.)

President Harry M. Gage of Coe College indicated that the liberal arts colleges were in a bit of a fix; that they had junior and senior college problems; that they had vertical as well as horizontal divisions; that they were teacher-training institutions; that they had not articulated their work with the junior college offerings; that they could not enroll all fine students from low income groups. However, like a good Presbyterian, he had faith in the liberal arts college, its rich spiritual, intellectual, social environment; its organized opportunity for growth of personality; its origin in self-government ideals.

Colonel A. M. Hitch of Kemper Military School and Superintendent Frank A. Jensen of La Salle-Peru-Oglesby Junior College commented briefly and tactfully.

Meanwhile President J. Robert Sala had appointed a nominating committee for next year's officers as follows: Superintendent Frank A. Jensen of La Salle-Peru-Oglesby Junior College, Illinois; Dean J. A. Larson of Little Rock Junior College, Arkansas; and Colonel Lusk of New Mexico Military Institute, New Mexico.

The committee's report was unanimously adopted with the following officers installed for 1940-1941: President, William H. Conley, Dean of Wright Junior College, Chicago; Vice-President, Stanley C. Ross, President of Wayland Junior College, Beaver Dam, Wisconsin; Secretary-treasurer, Walter B. Spelman, Dean of Morton Junior College, Cicero, Illinois.

WALTER B. SPELMAN,
Secretary.

NORTHWEST JUNIOR COLLEGES

Junior College representatives who attended the second annual meeting of the Northwest Association of Junior Colleges in Spokane, April 4, gained an enlightening perspective upon the junior college situation in the five states of the Northwest. One of the highlights of the meeting was the address, "Trends in Higher Education", by the guest speaker, Dr. W. W. Haggard, president of the Western Washington College of Education. Approximately twenty-five representatives from the states of Oregon, Washington, Idaho, and Montana attended the Association meetings, which were presided over by Dr. David Livingstone Soltau of Lower Columbia Junior College.

During the year 1939-1940 four new members have been added to the twelve charter members of the Northwest Association of Junior Colleges: Carbon Junior College and Weber Junior College in Utah, Custer Junior College in Montana, and Gray's Harbor Junior College in Washington. Since the withdrawal of Pacific Lutheran college, which has changed to a four-year status, the membership of the Association numbers fifteen.

As a part of the symposium, "Junior Colleges in the Northwest", President Eugene B. Chaffee described the successful campaign which has been carried on in Boise, Idaho, during the past year, resulting in obtaining for Boise junior college a new campus of 110 acres, located about a half-mile from the center of the city. President Chaffee reported that \$260,000 for buildings had been voted at the bond election, that \$63,000 for landscaping had been received through government grant, and that an additional \$35,000 had been granted by the government for the construction of an auditorium. The greatly increased

enrollment in both Coeur d'Alene and Boise junior colleges was stressed.

Dean George H. Gloege of Custer County Junior College discussed the development of junior colleges in Montana from the points of view of historical growth, selected data regarding the present status of the junior college and possibilities for expansion. Dean Gloege pointed out that the greatest possibilities for expansion lie along the lines suggested by the Montana junior college law of 1939, permitting the establishment of junior colleges in county and local districts.

Prospects for future junior colleges in Oregon are lacking at present, according to Dean George A. Odgers of Multnomah College, who described the two private junior colleges now in Portland, the only ones in Oregon. Dr. Odgers pointed out the need of a public junior college in Portland but stated that the city is not at present in a financial condition which would make possible its establishment.

Miss Elizabeth Prior, principal of Yakima Junior College, traced the junior college movement in Washington through its fifteen years of growth. She described briefly each of the eight junior colleges now in Washington, including a description of the new Wenatchee Junior College established during the past year. Miss Prior pointed out that the percentage of increase for Washington junior colleges is higher than the national increase for the year. She stated that the very real ambition of every Washington junior college is to play a constructive part in its respective community.

During the afternoon session a study of "Library Practices and Standards in the Junior Colleges of the Northwest" was presented by Lincoln J. Aikens, registrar of Billings Polytechnic Institute

Junior College. This study is to be continued by Mr. Aikens during the coming year. Dean Henry H. Schlomer of Spokane Junior College presented the subject of "Graduation Techniques and Standards," and a report of the highlights of the 1940 annual meeting of the American Association of Junior Colleges was presented by Dean Gertrude Houk Fariss, St. Helen's Hall Junior College. The work of the Commission on Terminal Education of the American Association of Junior Colleges was presented by Dr. Soltau during the evening session. At this time, also, Ruth C. Wooster of Clark Junior College discussed the subject of "Survey Courses in Science."

President Eugene B. Chaffee of Boise Junior College was elected to head the Northwest Association of Junior Colleges during the year 1940-1941. Other officers chosen were Miss Elizabeth Prior, Yakima Junior College, secretary; Dean George H. Gloege, Custer County Junior College, treasurer; Dean George A. Odgers, Multnomah College, vice-president from Oregon; and President Eldon B. Sessions, Carbon College, vice-president from Utah.

GEORGE HOUK FARISS,
Secretary.

NEW JERSEY ASSOCIATION

More than 150 delegates from 11 junior colleges attended the third annual meeting of the New Jersey Junior College Association which was held at the Junior College of Bergen County, May 4. Dr. C. L. Littel, president of the College, was elected new president of the Association. Dr. Charles Cole of Union College was elected vice-president, and Dr. Robert Morrison of the State Board of Education was re-elected secretary-treasurer.

Principal speakers were Dr. E.

Everett Cortright, president of the Junior College of Connecticut, and Charles J. Stenz of Centenary Junior College.

Delegates attended sectional conferences after luncheon was served by Bergen College. Instructors in the various college departments discussed individual problems and student delegates met and talked on the topic, "How much should student opinion count in deciding junior college educational policy, and are faculty-student committees feasible?"

MINNESOTA ASSOCIATION

The regular spring meeting of the Minnesota Junior College Deans' Association was held on March 20 and 21 at the University of Minnesota. Dean O. H. Gibson of Eveleth Junior College presented a follow-up study of junior college graduates of his institution over a twenty-year period. Out of a total of 1800 students, 41 per cent had gone on to higher institutions of learning. Figures were presented for the number graduating, the educational and employment history following junior college, the comparison of honor point ratios and the occupations entered, the comparison of honor point ratios earned at Eveleth Junior College and at the University of Minnesota, and the honor point ratios for students transferring to various colleges in the University.

Dean Floyd B. Moe of Virginia Junior College led a discussion on the simplification of the junior college curriculum. He stressed the need for unity of offerings and objectives in junior colleges, indicating that too many curricula are listed as professional when actually they contain no specialized courses. He suggested that curricula in junior college catalogs be classified into three main groups: (1) General Education—curricula in journalism, library science, social service, education, law and the

like; (2) Pre-Professional—curricula such as those in business, medicine, dentistry, agriculture and forestry, engineering (not to be differentiated into types), and music; (3) Semi-Professional (terminal)—(a) semi-professional business including secretarial and general business for distributive occupations, (b) semi-professional engineering.

A committee consisting of Dean Moe as chairman, President Martin Graebner of Concordia Junior College, and Dean Vernon Anderson of Worthington Junior College was appointed to meet with the various deans of the colleges of the University of Minnesota to see what could be done to simplify the curricula in the first two years of junior college work which would be accepted by the University.

The officers of the Association were all re-elected for the coming year: Dean H. A. Drescher of Hibbing Junior College, President; Dean Vernon E. Anderson, Secretary; and Dean Royal R. Shumway of the University of Minnesota, Corresponding Secretary.

State Senator A. L. Almen discussed the work of the Legislative Interim Committee on Education and Dean J. B. Davis of Itasca Junior College gave a report on the twentieth annual meeting of the American Association of Junior Colleges. The Association authorized Dean Drescher to conduct a study on student credit hour instructional costs in Minnesota junior colleges.

The fall meetings were set for October 23 and 24 with the state sectional junior college meeting of the Minnesota Educational Association to follow on October 25.

VERNON E. ANDERSON,
Secretary.

Worthington Junior College
Worthington, Minnesota

ILLINOIS ASSOCIATION

Plans for the autumn student and faculty conference and for the spring meeting of the American Association of Junior Colleges at Chicago occupied much of the time of the meeting of the administrators of the Illinois Association of Junior Colleges held at Blackburn College, Carlinville, Illinois, May 18.

Plans were also discussed for the University of Illinois Junior College Conference in November and a movement initiated to eliminate unnecessary and undesirable duplication of activities between this conference and the Illinois Association of Junior Colleges.

Officers for 1940-41 were elected as follows: President, James L. Beck, Thornton Junior College; Vice-president, J. Dyke Van Putten, Blackburn College; Secretary-treasurer, W. B. Spelman, Morton Junior College.

IOWA CONFERENCE

The annual junior college conference sponsored by the Iowa Department of Public Instruction was held at Drake University on May 11. All but two of the public junior colleges had adult representatives present and six of the nine private schools sent faculty representatives. In addition, two junior colleges from Minnesota sent delegates, driving nearly 300 miles in order to take part in the conference.

The meeting began by a brief but hearty address of welcome by President Dr. D. W. Morehouse of Drake University. This was followed by an equally short but sincere response by Miss Jessie M. Parker, superintendent of public instruction. Superintendent F. E. Mueller of Independence gave a very impressive talk on the advantages of membership in the American Association of Junior Colleges. This was followed by a report on

a survey of commercial courses in Iowa junior colleges by Lucas Sterne of the Muscatine Junior College. Mr. Sterne has done a fine piece of work on this survey and the different junior colleges will derive much benefit from his report. Guidance at the junior college level was ably discussed by Robert White of the Burlington Junior College.

The next seventy-five minutes was given to an illustrated lecture on terminal courses in junior colleges by Walter Crosby Eells, secretary of the American Association of Junior Colleges and also director of the recently organized Commission on Junior College Terminal Education. The Iowa meeting was included in a series of 25 regional conferences to be held throughout the country

The afternoon program began with a conference of junior college executives and teachers, with Dr. Eells leading the discussion. The subject was again terminal courses in junior colleges. The purpose of this session was to discover what the junior colleges are offering and what they ought to offer, especially for students who will not continue their formal education beyond the two junior college years.

Another very distinctive feature of this meeting was a conference of the Intercollegiate Standing Committee and the executives of the junior colleges. A number of important questions were discussed. Dr. Nelson, dean of the Teacher's College at Cedar Falls and also chairman of the Intercollegiate Standing Committee, presided. This meeting resulted in the ironing out of several rather controversial questions. This meeting will result in a better understanding between these groups.

J. P. STREET

State Department of Public Instruction
Des Moines, Iowa

CENTRAL CALIFORNIA

The annual meeting of the Central California Junior College Association was held in Coalinga, California, Saturday, March 9, 1940. Approximately 70 faculty members and 350 students attended. Junior College members of the group are: Bakersfield, Taft, Visalia, Porterville, Coalinga, Reedley, San Luis Obispo, and Santa Maria.

Sectional meetings were held for Associated Women Students, Athletics, Forensics, and Student Body Officers. The general business meeting was followed by an inspirational address given by Rabbi Magnin of Los Angeles. Students met for lunch on the campus and the faculty met in the cafeteria. In the afternoon speakers addressed college women in one place, college men in another place, and faculty in another place.

Officers retiring this year were Robert J. Wright, President, of Bakersfield, and Harold B. Robertson, Secretary-Treasurer, of Bakersfield.

Officers for next year are President, Henry A. Cross, of San Luis Obispo Junior College; Vice-President, John B. Howes, of Taft Junior College; and Secretary-Treasurer, Ernest D. Bassett, of San Luis Obispo Junior College.

NYA CONFERENCE

At a special meeting of junior college administrators and NYA representatives at Los Angeles June 8 the relations of the two groups were thoroughly discussed. Rosco C. Ingalls of Los Angeles City College was chairman of the special NYA committee of California junior college administrators. The following resolutions were prepared by a committee of which Dwayne Orton, of Stockton Junior College, was chairman.

Resolution

WHEREAS, it has been estimated by the

State Department of Education and the State Relief Administration in its findings based on the California Youth Survey, issued March 1940, that there are at least 130,000 young people in California between the ages of 18 and 25 who are out of school and in need of work; and

WHEREAS, this survey, supplemented by NYA records, indicates that this number represents unemployed youth in income brackets no higher than those served by the National Youth Administration for California, which is able to assist only 10,000 youth per month on its out-of-school work project program; and

WHEREAS, the National Youth Administration for California, through its provision of part-time employment for out-of-school youth on work projects co-sponsored by public and quasi-public agencies (1) is demonstrating a significant formula for meeting the challenge presented by the out-of-school, out-of-work youth group; (2) is giving a broad and practical application to the theory of part-time employment as an educational technique; and (3) is serving to reveal an effective use of community resources, through the development of work opportunities in public and quasi-public agencies; and

WHEREAS, it has been shown further by the National Youth Administration for California that the foregoing formula, to be fully effective in realizing the aims and objectives of the program, which are training for employment, needs to be supplemented with related training in specific skills, in personal development and in other employment attributes; and

WHEREAS, it has been demonstrated that such related training for NYA out-of-school project youth can best be pro-

vided by established educational agencies; and

WHEREAS, NYA records indicate that 53% of its project youth are not high school graduates, the average grade completed by the NYA group being 10.6—and the Youth Survey showing that 35% to 40% of the total out-of-school, out-of-work group of young people in California did not graduate from high school; and

WHEREAS, occupational surveys of industry indicate that perhaps 75% of all jobs are in the semi-skilled and unskilled categories requiring only short term vocational training and that these are the jobs rather than those in more highly skilled brackets that the majority of the present out-of-school, out-of-work group will be called upon to fill; and

WHEREAS, demonstrations have shown that the public junior college and trade school in California provide perhaps the most appropriate environment for meeting NYA related training needs inasmuch as the age level of California NYA project youth is 20 years, though it is also recognized that the well developed vocational curriculums in high schools afford related training possibilities, as indicated in the report of the meeting of a committee of high school administrators called by the NYA on May 4, 1940, in Los Angeles; and

WHEREAS, the present national emergency is serving to emphasize the growing awareness of the occupational inadequacies of the total out-of-school, out-of-work youth group, making it imperative that all agencies,—e.g., the National Youth Administration, the public schools, and the community,—join in cooperative efforts to deal as effectively and expeditiously as possible with this problem,

Be it resolved

THAT this committee recognizes the

responsibility of public junior colleges and trade schools in California for the vocational guidance and education needs of the 18-25-year age group, regardless of their educational background and achievement; and

THAT the committee recognizes the need for closer coordination between the out-of-school work program of the National Youth Administration with the public junior colleges and trade schools in California to effect (1) joint planning of project activities, whether or not co-sponsored by the institution; (2) development of cooperative instructional programs to meet related training needs; and (3) community organization to facilitate project development; and

THAT the committee also recognizes and encourages the cooperation and guidance of the several divisions of the State Department of Education in carrying out such cooperative projects—particularly the possibilities afforded under the California State Plan for Vocational Education (the enabling instrument to effect the provisions of the Smith-Hughes and George-Deen Acts); and

THAT the committee recommends that the chairman appoint a program committee from this conference group to draw up agenda for a second meeting to include formulation of principles which should underlie relationships and services, and to include structure and procedures for facilitating programs; and

THAT the second meeting, which should be held at the call of the chair, but no later than the early part of September, should include representatives from the following groups: National Youth Administration (regional and state; national if possible), junior college and trade school administrators, state department of education, superin-

tendents of schools, boards of education, employers, and employees;

THAT the committee recommends that the National Youth Administration for California develop an informational service that will report on projects now in operation with junior colleges and trade schools, also on other projects which might be supplemented with related training; and that will report on occupational trends and outlets for California, looking to more intelligent and realistic planning of projects and related training; and

THAT because the committee recognizes the emergency situation confronting the nation and the significant relationship which junior colleges and trade schools have to this emergency, it recommends that junior college and trade school administrators, superintendents of schools and boards of education, make early plans to develop cooperative work-education projects with the National Youth Administration for California for the school year 1940-41; and

Be it further resolved

THAT the committee recognizes that the responsibility of junior colleges and trade schools in connection with the out-of-school group heightens their responsibility to the in-school group being assisted through the NYA student work program; and

THAT to effect a more valid administration of the student work program during 1940-41, the committee recommends

1. The endorsement and acceptance by junior colleges and trade schools of the Report of the Committee on Relationships with NYA, of the American College Personnel Association, February, 1940,—copy of which report will be distributed by the NYA;
2. That the president of the Califor-

nia Junior Colleges be asked to appoint a committee, to report at the earliest possible date, on the possibility of giving credit for work experience, using the NYA student work group for demonstration purposes, keeping in mind that the NYA group should not become an over-privileged group, and that the supervision and general validity of the projects must justify the granting of credit;

3. That since the student work program is such an integral part of the curriculum, the allotment of teacher time for its administration and general supervision, is not only justified but urged by the committee; and
4. That trade school and junior college administrators should more seriously consider the assignment of student work recipients to public and quasi-public agencies, developing the student work assignment on an internship basis; and

THAT the deliberations of this committee be the subject of discussion at early meetings of the three regional junior college associations of California, and in a special section meeting of the annual conference of the California Federation of Junior Colleges to be held in April in Oakland; and

THAT formal request be made to secure a discussion of this program in section meetings of annual conferences of the American Association of Vocational Education in San Francisco in December, and the American Association of Junior Colleges in Chicago in February, 1941.

MISSISSIPPI WORKSHOP

The Mississippi public junior college laboratory or workshop conducted at

Peabody College, Nashville, Tennessee, the first of its kind ever undertaken in the junior college field, attracted much attention, not only on the campus but also throughout the country, as evidenced by the large number of inquiries concerning it received by the Peabody authorities.

The laboratory, under the administrative supervision of Knox M. Broom, Mississippi state supervisor of junior colleges, had as consultants Dr. Doak S. Campbell, Dr. John E. Brewton, and Dr. Henry Harap, of Peabody; Dr. J. Hooper Wise, of the University of Florida; and Dr. B. Lamar Johnson, of Stephens College, Columbia, Missouri.

This experiment is being watched by educators throughout the country with much interest because the rapid growth of the junior college movement in America has suggested to many the necessity for special teacher-training on this level.

Ten of the twelve Mississippi public junior colleges were represented in this laboratory, with a total of 28 Mississippians and one Floridian enrolled, representing ten subject fields.

LEON EUBANKS

East Central Junior College
Decatur, Mississippi

NORTHWEST ASSOCIATION

Special attention was given to junior college interests at the annual meeting of the Northwest Association of Secondary and Higher Schools held at Spokane, Washington, April 1-3, 1940. At the Tuesday session, G. H. Vande Bogart, president of Northern Montana College, Havre, discussed "Standards for Accrediting Junior Colleges," and George A. Odgers, dean of Multnomah College, Portland, presented a paper "Looking Forward in the Development of Junior Colleges in the Northwest." Dr. Odgers'

paper will be published in a later issue of the *Junior College Journal*. Dr. Odgers was also elected a member of the Commission on Higher Institutions. Following his election to this position he was appointed chairman of a special committee to study the question of the desirability of a special commission for the accreditation of junior colleges.

IOWA STUDENT SENATE

Student representatives from 25 public junior colleges and five private junior colleges together with their alternates made up the personnel of the second Iowa junior college student senate. Each delegate gave a brief report of the outstanding activities of his college during the year. The group then elected Keith Gibson of Burlington as chairman and Norma Wesley of Fort Dodge as secretary, and proceeded to discuss a number of the pertinent questions that had been contributed by junior college students over the state.

It is interesting to note the type of questions asked by these students. (1) From 16 colleges came this question: "What is the proper place and extent of extra-curricular activities in junior colleges?" (2) Nine colleges requested information concerning the types of courses offered (terminal-liberal-general, etc.). (3) Six institutions were concerned with "how to encourage students to make better use of free time for study?" (4) Other problems discussed were "prestige of the junior college," "housing," "finances," "student government," etc.

The one-minute, machine-gun reports of the 30 delegates were challenging to the listeners. Notes were taken, questions were asked, and ideas exchanged. School pride was taken for granted and accepted, leadership was recognized, and

helpful contributions were appreciated.

Dr. Eells of the American Association of Junior Colleges spent an hour with the group presenting the problems pertaining to terminal education and securing reactions from the students. The reactions were critical. Definitely the delegates sent by the junior colleges of Iowa were not "yes" men and women. It was the consensus of opinion of the group that the nature of the communities in which the junior colleges of Iowa are located is an important factor to be considered in determining the number and type of terminal courses that the junior college should offer. The needs of the community as well as the needs of the students should be taken into consideration in planning curricula for the junior colleges.—Iowa State Department *Education Bulletin*.

PHI THETA KAPPA

April 3, 1940.

Dear Dr. Eells:

We have just concluded another Phi Theta Kappa convention which met at Lawton, Oklahoma. We will meet next year in Sacramento, California. The following officers have been elected:

National President—Howard Pollock, Harrison-Stone-Jackson Junior College, Perkinston, Mississippi; National Vice-President—Garland Lang, Schreiner Institute, Kerrville, Texas; Secretary—Margaret Mosal, Canton, Mississippi; Treasurer—Thomas Rutledge, Little Rock Junior College, Little Rock, Arkansas; Historian—Elaine Blain, Moberly Junior College, Moberly, Missouri; Editor—Harry Howland, 313 West Seventh Street, Little Rock, Arkansas.

MARGARET MOSAL,

National Secretary.

Canton, Mississippi

The Junior College World

DISTRICT ACCREDITATION

For years the junior colleges of Washington, D. C., have been handicapped by the fact that there was no accrediting agency in the District of Columbia corresponding to the state department of education or state university in the 48 states. This handicap was removed during the summer by the passage of a special act of Congress, House Bill No. 9633. According to the terms of this bill, the District of Columbia "Board of Education shall be, and is hereby authorized and empowered to accredit junior colleges operating within the District of Columbia: provided, that the entrance requirements of such junior colleges be not less than high school graduation, and the number of semester hours required for the title associate in arts or associate in science be not less than sixty, and the number and character of the courses and the number and qualifications of the faculty be reasonable, and the institution be possessed of suitable classroom, laboratory, and library equipment. Accreditation by the Board of Education of the District of Columbia shall have the same force and effect as is usual in the case of accreditation by the various accrediting agencies of the several states of the Union." First institutions to be accredited by the newly authorized agency were Columbus University Junior College and the Junior College of National University.

TENNESSEE WESLEYAN SUCCESS

Tennessee Wesleyan College an-

nounces the completion of its campaign to meet the challenge laid down by a friend who proposed to give \$100,000 to include a \$75,000 library building on condition that other friends would supply a like amount. Having met the terms of the proposal, blue prints of the library building to be erected have been prepared and work on the new building is under way with the expectation that the library will be ready for use early in 1941. It will be known as the Merner-Pfeiffer Library in honor of the donors of the building. Having completed the first objective of its Forward Movement campaign the College is now centering its efforts upon completing the second objective which is the securing of an additional \$50,000 needed to round out the \$500,000 forward movement program begun in 1928. The college graduated a class of 91 at the recent commencement, the largest graduating class in the history of the institution.

AMERICAN COUNCIL MEMBERS

New members of the American Council on Education, admitted to membership at the annual meeting in May, include two junior colleges, Weber College, Utah, and New Mexico Military Institute.

VOCATIONAL SEMINARS

At Eveleth Junior College, Minnesota, 99 per cent of the students expressed a desire for a series of vocational seminars. As a result a series of such seminars were arranged for March, April,

and May. In each case the following outline was followed as nearly as practicable: (a) Importance to society, (b) The actual work done, (c) Advantages, (d) Disadvantages and problems, (e) Preparation necessary or desirable to enter the occupation, (f) Other qualifications or requirements necessary for success, (g) Initial income and chance for advancement.

Seminars under the leadership of qualified individuals were held in the fields of commerce, office management, education, nursing, home economics, printing and publishing, social service, physical education, police service, mining engineering, agriculture, beauty culture, and retail merchandising. The series closed with two more general seminars, "Who is employable and how to succeed on the job," and "Mental hygiene for the worker."

CHANGE OF STATUS

Pine Manor Junior College, Massachusetts, for many years conducted on a proprietary basis, has been reorganized under the control of a non-profit foundation with a board of trustees.

DEATH OF DEAN WALLGREN

A. Samuel Wallgren, dean, North Park College, Illinois, died in his fifty-sixth year on August 6. Except for a few years spent in graduate study at the University of Chicago, Dean Wallgren had been associated with North Park College from the time he entered as a student in 1901. He had been dean for the past 20 years.

REGISTRARS INVITATION

At the fourteenth annual convention of the Pacific Coast Association of Collegiate Registrars, held at San Francisco, November 12-14, 1939, a resolution was

adopted recommending "that the officers of this Association make immediate plans to extend our invitation to the National Association of Collegiate Registrars to come to the Pacific Coast for its annual meeting in April, 1941, in consideration of the opportunity afforded for the study of the junior college problems and also in consideration of the long time which has lapsed since their last meeting here."

DAY STUDENT CENTER

A student center building especially for the use of day students at Virginia Intermont College was constructed during the summer. The main recreation room is open to the rafters and is paneled in pine. It contains a large limestone fireplace. The building also contains a powder room, a locker room, a study room, and a complete apartment.

PHILOSOPHY CONFERENCE

At the fifth annual meeting of the Pacific Conference on the Teaching of Philosophy, held at the University of Washington, Seattle, Orvil F. Myers of Los Angeles City College was elected president and W. S. Bloom of Yuba County Junior College secretary-treasurer. Among the topics presented in papers and discussions were: the place of philosophy in the junior college, the articulation of philosophy in the junior colleges with that in the senior colleges, and the content of the first-year course.

NEW BRADFORD PRESIDENT

The trustees of Bradford Junior College, Massachusetts, announce the election of Dorothy M. Bell of the faculty of Oberlin College to the presidency of Bradford. Miss Bell received her bachelor of arts degree at Oberlin College in

1925 and her master of arts at Smith College in 1929. In addition she has taken graduate work at Columbia University and at the American School of Classical Studies at Athens. In her fifteen years of secondary school and college teaching experience, she has filled such posts as critic teacher in Latin, Oberlin High School; Assistant in Latin, Teachers College, Columbia; head of the Latin Department, Berkeley Institute, Brooklyn, New York; Instructor in Classics, Oberlin College. Dr. Dale Mitchell, acting president 1939-40, will resume his position as head of the English Department at Bradford.

MARIN CHEMISTRY BUILDING

Plans for a new \$30,000 chemistry building have been completed at Marin Junior College, California. The building will be two stories with a large lecture room and two laboratories. It will be 46 by 106 feet.

SAYRE CHANGES NAME

Beginning this fall Sayre Junior College, Oklahoma, will hereafter be known as Oklahoma Western Junior College.

CAMP PITT

Johnstown Junior College, Pennsylvania, announces its second annual pre-college camp for September 16-19, to be held at Laurel Hill. Camp Pitt is sponsored by the Johnstown Junior College each fall to help students and faculty become better acquainted before the opening of school, to discuss the college curricular and extracurricular programs for the year, and to enable everyone to have a few days of recreation together. Activities include nature study, handcraft, campcraft, counseling, and recreational activities.

PRES. GAINES RESIGNS

John W. Gaines has announced his resignation as president of Bethel Woman's College, Kentucky. Dr. Gaines, who became president of the college in 1919, will remain for a year in an advisory capacity. His place will be filled by Kenneth R. Patterson, for the past 18 years superintendent of schools at Mayfield, Kentucky.

NEW STEPHENS BUILDING

A new \$250,000 combined classroom and dormitory building accommodating 190 students was erected on the campus of Stephens College, Missouri, during the summer. The new six-story building is 201 feet long and 60 feet wide. It is constructed of red brick. In addition to housing facilities for 190 students and nine classrooms, it contains two sun-decks, a recreation hall, a main parlor and four smaller parlors, and a tearoom.

PLANS FOR HONOLULU

Tentative plans are under way for organization of a coeducational junior college at Honolulu, Hawaii, under the auspices of St. Louis College, conducted by the Society of Mary. The alumni of St. Louis College are planning to provide the necessary building while the faculty will be furnished by the Society.

ROCHESTER ANNIVERSARY

Twenty-five years of junior college service were suitably commemorated at the commencement exercises in June of Rochester Junior College, Minnesota. Rochester is the oldest public junior college in Minnesota. Dr. Malcolm McLean of the University of Minnesota gave the commencement address. A special anniversary historical number of the *Jaysee Echo* was published. Window displays were arranged in

town. R. W. Goddard has completed 15 years of service as dean of the institution. As the junior college enters on its twenty-sixth year many improvements in plant and equipment as well as in curricular offerings are planned.

NEW JUNIOR COLLEGE

Leicester Academy in Leicester, Massachusetts, a few miles outside Worcester, is being reopened this fall as a school of business administration for boys of junior college age. Henry D. Tiffany, Jr., the director, has had teaching experience at Nichols Junior College, Babson, and Simmons.

NEW HEAD AT GILA

Dr. E. Edgar Fuller, president of Gila Junior College, Arizona, has resigned to accept a position on the faculty of Harvard University. His place will be taken by Monroe H. Clark who for the past fifteen years has been the head of the English department at Gila.

WALKER BUILDING PROPOSED

A proposal to construct a new \$31,000 building for Walker Junior College, Alabama, has been approved by the local offices of the Works Progress Administration. The plans call for a two-story brick veneer administration and classroom building. Walker Junior College was founded in 1938 under the leadership of Dr. Carl E. Jesse. This summer the first class was graduated.

NEW SHOP COURSES

A survey conducted in the Tri-State zinc and lead mining field to determine vocational courses which might be adaptable to inclusion in the Northeastern Oklahoma Junior College curriculum has been completed. As a result of the study, conducted by M. L. Powers of

Stillwater, assistant state supervisor in trades and industries, it was found that college students would benefit from instruction in welding, electricity, machine shops and internal combustion engines. Installation of at least part of the needed equipment was made during the summer months. Adult evening classes in welding will also be organized on the college campus.

BAIL CHANGES POSITIONS

Philip M. Bail, president of Chevy Chase Junior College, Washington, D. C., and vice-president of the American Association of Junior Colleges, has resigned at Chevy Chase in order to accept a position as dean of the College of Education of Butler University at Indianapolis, Indiana. Dr. Bail had been president of Chevy Chase since 1935. His place at Chevy Chase will be taken by Kendrick N. Marshall, a member of the board of freshman advisers at Harvard and an instructor in government there.

STUART SCHOOL MERGER

The Stuart School, Boston, a junior college of the arts, and its associated Child-Walker School of Design have been combined as "Stuart School, The Arts, Design, Music, Drama, and Dance." Child-Walker School, which loses its separate identity, was founded in 1910 by Katherine B. Child and the late C. Howard Walker.

NEW DEAN AT KOKOMO

L. Ward McReynolds is the new dean of Kokomo Junior College, Indiana. Formerly he was dean of Defiance College, Ohio.

BOBBED HAIR AND TROUSERS

In delving into the ancient records of Lasell Junior College (established 1851),

President Guy M. Winslow reports that he finds that Elizabeth Gardner Bouguereau, of the class of 1856, went with a friend to Paris to study art, but that they were refused admission to the studios until after they had bobbed their hair and put on trousers!

ARKANSAS LEGISLATION

Plans have been developed to introduce a bill at the next session of the Arkansas legislature authorizing the establishment of local publicly controlled and supported junior colleges in the state. Some of the important provisions of the proposed new act include the following:

1. No city, county or area will be permitted to organize a junior college unless there is a minimum of \$10,000,000 in asessed valuation.
2. At no time can there be levied more than a two mill tax.
3. No area will be eligible unless there are at least 500 students.

PAGEANT OF HUNDRED YEARS

The "Pageant of the Hundred Years" was the outstanding feature of the centenary commencement of St. Mary's Female Seminary, Maryland, June 8-10. The institution, located at St. Mary's City, was created by act of the legislature of 1839—the Bill signed by Governor William Grason on March twenty-first, 1840—as the State's Two Hundredth Anniversary Monument to its founding. It is a nondenominational school, built upon the site of the first settlement and the first capital of the State—"that those who are destined to become the mothers of future generations may receive their education and early impressions at a place so well calculated to inspire affection and attachment for our native State."

At the baccalaureate service the

speaker was Rev. John LaFarge, assistant editor of America Press.

TWENTY-FIFTH ANNIVERSARY

A special convocation of school and college heads and delegates met at Lititz, Pennsylvania, on June 17 to honor Dr. Frederick W. Stengel on the completion of his twenty-fifth year as president of Linden Hall Junior College and School for Girls. The principal speaker was Dr. Howard E. Rondthaler, president of Salem College, North Carolina.

CENTRAL COLLEGE PRESIDENT

Rev. O. J. Wade of Texarkana, Arkansas, has been elected president of Central College, Arkansas, to succeed J. S. Rogers whose resignation took effect at the close of the last academic year.

LAKE CHARLES EXTENSION

New buildings and equipment to cost approximately \$185,000 have been requested for the new Lake Charles Junior College, Louisiana, in a report submitted to the appropriations committee of the state senate. Buildings requested are a gymnasium to cost \$150,000, a home economics building to cost \$17,500, and a dean's residence on the campus to cost \$18,000.

DEATH OF DEAN WILHELM

During the summer William H. Wilhelm, dean of the Junior College of the University of Baltimore, died. He was 72 years of age.

NEW MEXICO BUILDINGS

Contracts for the construction of a new administration and library building at New Mexico Military Institute, totaling approximately \$130,000, were let by the Board of Regents at the beginning of the summer.

OCEANSIDE-CARLSBAD BUILDING

Oceanside-Carlsbad Junior College, California, has been given a WPA grant of \$34,000 toward the erection of a \$60,000 auditorium and for related improvements. This is the first step in the plan to provide separate buildings for the junior college and the high school.

VOCATIONS DAY

In March Santa Monica Junior College, California, organized the first Vocations Day in the history of the college. Dr. J. G. White gave two stimulating addresses on "How to Choose a Vocation," and "How to Apply for a Job." Forty-two guest speakers led discussions on educational needs and employment prospects in a wide variety of fields, including the following: accounting, aviation, mechanical engineering, photography, secretarial work, teaching, building trades, agriculture, business management, dentistry, drama, electrical engineering, journalism, medical and dental assistants, medicine, petroleum industry, salesmanship, civil service, costume design, forestry, laboratory technician, law, nursing, physical education, radio, banking and finance, chemical engineering, commercial art, criminology, cosmetology, librarianship, music, social service, and telephone industry.

SHIMER SUMMER SESSION

Frances Shimer College, Illinois, conducted a six weeks' summer workshop for young men and women in drama, art, and creative writing from June 24 to August 3. Lawrence Carra, drama head at Frances Shimer, was director of the college's first summer session. The drama group produced a play each week in the college's theater, the rest of the week being spent on elements of production. Each student was given

an opportunity to act in both full-length and one-act plays before a public audience. The art group under Miss Edith Bell of the Shimer faculty worked chiefly in the field rather than in the studio, exploiting the artistic worth of hilly northwestern Illinois country.

BURLINGTON DEAN RESIGNS

Upon the completion of twenty years of service as dean of Burlington Junior College, Iowa, Esther Jacobs has submitted her resignation.

PORTRAIT PRESENTED

Mrs. Ada Stauffer, of Millersville, Pennsylvania, has presented to Beulah College, California, a portrait of her father, Bishop C. C. Burkholder, one of the founders of the college and its first president, a position which he held for eleven years until his death in 1931.

\$400,000 BOND ISSUE

At Visalia Junior College, California, a bond issue of \$400,000 to provide a needed new plant for the institution was approved by the voters by a vote of more than ten to one.

SUPT. SCOTT RESIGNS

Ira O. Scott, administrative head of Garden City Junior College, Kansas, has resigned after 13 years of service.

GUIDANCE CONFERENCE

Washington Junior College, Iowa, sponsored its fourth very successful guidance conference at the College, April 19. At a general assembly "Factors to be Considered in Choosing an Occupation" was presented by Dean M. C. Helser, of Iowa State College. At a second assembly in the afternoon a technicolor sound movie was shown "Scientific Prediction for 1960" and the subject of "Social

Trends" was presented by Dr. M. R. Beard, of Iowa State Teachers College. The remainder of the day, divided into four periods, was devoted to occupational sectional discussions, each student having an opportunity to attend the four of his choice. Fields covered in these sections included agriculture, home economics, education, pharmacy, beauticians, engineering, law, clergy and related occupations, medicine, nursing, automotive industries, journalism, dentistry, retail selling, secretarial science, chemistry, commerce, physical education and coaching, physical education for women, civil service, and music.

MT. MARIE JUNIOR COLLEGE

Mt. Marie Academy, well-known Ohio Catholic secondary school, has expanded this autumn by the organization of a junior college. Accommodations have been provided for 100 college students. In addition to an academic or preparatory course, two-year curricula are being offered in the secretarial, pre-nursing, dietetics, medical technology, music, and art fields.

SNYDER LECTURE

Dr. Vlastimil Kybal, former Czechoslovakian foreign minister, historian, and educator, spoke on "The Seizure of the Czechoslovakian Republic, and Its Restoration as a Basic Condition of the European Peace" at the sixth annual Dr. William Henry Snyder lecture at Los Angeles City College, April 11. The Snyder lectureship was established in honor of the first director of the College.

BRADFORD BUILDINGS

The new buildings of Bradford Junior College, Massachusetts, were dedicated with appropriate ceremonies Saturday, June 15. The principal address

was delivered by Byron S. Hollinshead, president of Scranton-Keystone Junior College, Pennsylvania.

AVERETT COLLEGE CHOIRS

The Choral and Verse Speaking choirs of Averett College, Virginia, returned from their third annual spring tour March 10. The choirs under the direction of Madam Laura Janos Fuessel, and accompanied by Dean Madie Lee Walker completed their 1000 mile tour of Virginia, Maryland, and Washington, D. C., with a sacred concert in Calvary Baptist Church in Roanoke. The groups began their ten-day trip with a performance in the Tabernacle Baptist Church of Richmond, March 3. They visited Portsmouth, Suffolk, Fredericksburg, Washington, Alexandria, Bethesda, Warrenton, Winchester and Roanoke during the week, giving a sacred concert each evening in each local Baptist church and presenting a secular program each day for the local high school. The choirs also presented a program of combined numbers over station WRTD in Richmond. Particularly outstanding in appeal was the rendition by the Verse Speaking Choir of nursery rhymes in the modern manner, "Old King Cole," and "Mary Had a Little Lamb." The versatility of this choir was displayed in their presentation of "The Congo" which was done against the haunting beat of a tom-tom.

LARSON BUILDING

Dedication of a new building to be known as East Hall was the special feature of the observance of Founder's Day at Larson Junior College, Connecticut, May 19. Approximately 300 alumnae, students, and friends were present. "Ten Eventful Years," portrayed by Dean Olga K. Larson, enumerated the experi-

ences in the life of the college through the eyes of its founder. Steady growth, as shown by the total of 2000 alumnae, supplemented by purposeful character building in each student's life has brought these twenty-nine years of the existence of Larson School and Larson Junior College to its greatest period of activity. "The dream of the founder combined with the strength and determination to carry it through, has made this college the outstanding educational center that it is today," stated Dean Larson in her closing remarks. The dedicatory address was given by Pres. George V. Larson.

PORTRAIT OF PRES. BENEDICT

A portrait of the late A. W. Benedict, former president of Ward-Belmont Junior College, Tennessee, was presented to the college by the class of 1940 and the alumnae association as a special feature of commencement. The portrait was painted by Miss Ella S. Hergesheimer as were those of the other two presidents of the institution, Dr. Blanton and Dr. Barton.

CHEVY CHASE REORGANIZED

Chevy Chase Junior College, operated as a proprietary institution for many years, announced in March reorganization as a non-profit educational corporation with a board of five trustees.

HARRISBURG'S NEW DEAN

Frank C. Baldwin, academic dean of Penn Hall Junior College, Pennsylvania, will succeed Arthur Brown as head master of the Harrisburg Academy and Junior College, Pennsylvania. Dr. Brown resigned recently after serving in this capacity for 28 years.

EUROPEAN SCHOLARSHIPS

Ten students from countries involved in the European war will be given scholarships to Trinidad Junior College, Colorado, this fall, with board, lodging and part-time jobs provided. The college board has decided to provide the scholarships to qualified students from France, Belgium, Norway, Finland, Denmark and Poland. Applicants must be 17 to 23, have at least ten years of European schooling and some knowledge of the English language. The American Red Cross has been asked to apprise refugee students of the opportunity.

NEW SCIENCE BUILDING

Mars Hill College, North Carolina, for the first time has an adequate and well-equipped science building, erected during the summer. The building is simple and attractive in design, is 150 feet long by 63 feet wide, contains three floors and basement, and cost approximately \$85,000.

MINNESOTA CONTROL

In Minnesota recent legislation places control over the establishment of new public junior colleges in the hands of the state board of education.

DEATH OF SHIMER MUSICIAN

Leopold Schwing, head of the department of instrumental music, Frances Shimer Junior College, Illinois, died in Chicago on July 23. Mr. Schwing, a concert violinist, was in his forty-second year.

SPANISH ONLY

At Eastern New Mexico College's Taos School of Spoken Spanish at Taos, June 10 to July 20, all students who registered for the course signed a pledge to speak nothing but Spanish during those six

weeks. Students, living in the old Spanish atmosphere of Taos, had home life, room, breakfast, and luncheon with Spanish-speaking families, and dinner every evening with the faculty and other students of the school, followed by informal singing of Spanish songs.

WEBBER COLLEGE HEAD

Dr. John H. Sherman, president of the University of Tampa, Tampa, Florida, has resigned to accept a new position as president of Webber College, Babson Park, Florida.

VOCATIONAL SCHOLARSHIP

A \$1,700 scholarship has been presented to Vocational Service for Juniors by Finch Junior College, New York City. The first award will be made for the year 1940-41 to a candidate selected by the Vocational Service for Juniors and approved by Finch Junior College. The recipient must be a young woman, graduate of a New York City secondary school, whose work gives evidence of excellence in specific subjects together with a high scholastic rating. Not only tuition for the two-year course in business training but a grant of \$300 for expenses is covered by the award.

LOUISBURG PRESIDENT

Walter Patten was inaugurated as president of Louisburg College, North Carolina, at the regular commencement exercises May 27.

KEMPER BUILDING

Dedication exercises for the new \$50,000 Academic Hall at Kemper Junior College, Missouri, were held in conjunction with the annual Founder's Day ceremonies May 8. The dedicatory address was given by Lloyd W. King, state superintendent of schools. "If we are to main-

tain democracy, we must dedicate ourselves to the continuance of education for democracy," said Superintendent King. The speaker traced the relationship of the school to other social institutions and to our form of government. Goals of modern education, which the state executive outlined, included those of self realization, civic responsibility, vocational efficiency, and social intelligence.

MESA COLLEGE BUILDING

The new \$300,000 home of Mesa College, Colorado, was dedicated at Grand Junction, April 5. The principal address was given by Dean Clifford G. Houston of the University of Colorado.

CONNECTICUT TRANSFERS

No less than 341 students have transferred to 96 colleges and professional schools from the Junior College of Connecticut according to data recently compiled by this pioneer Bridgeport institution. The largest number, 36, have gone to Columbia University, while New York University, with 35, is a close second.

SOUTH JERSEY HEAD

Mayor Arthur E. Armitage, of Collingswood, New Jersey, has been elected president of the College of South Jersey to succeed Elmer G. Van Name who has resigned to devote his full time to the practice of law.

BARTLESVILLE BUILDING

The new half million dollar building of Bartlesville Junior College, Oklahoma, was dedicated with appropriate exercises Sunday, March 31. The principal address was given by Pres. James M. Wood of Stephens College, Missouri.

From the Secretary's Desk

NEXT ANNUAL MEETING

The twenty-first annual meeting of the American Association of Junior Colleges will be held at the Stevens Hotel, Chicago, Thursday, Friday, and Saturday, February 27 and 28 and March 1, 1941. In the April issue of the *Journal* it was announced that the meeting would be held in Southern California. After considerable correspondence with California members of the Executive Committee and other California administrators it seemed to the Executive Committee wise to reconsider its first decision and postpone the California meeting probably for a year. Dean William H. Conley of Wright Junior College, Chicago, has been appointed chairman of the committee on local arrangements. The Illinois Association of Junior Colleges has appointed special committees and is making plans for the largest convention ever held. Further details will be given in a later issue. Mark your calendar now, however, for Chicago in 1941.

DEFENSE REPRESENTATIVES

Many phases of the national emergency and preparation for adequate national defense have definite junior college implications. The American Association of Junior Colleges has been asked to name representatives on various groups. Four important reports of representatives and committees were mimeographed and sent to all junior colleges by mail August 12. They need not, therefore, be repeated in full here.

1. President George W. Lloyd, of

Mount Vernon Junior College, Washington, D. C., was appointed as representative of the Association on the United States Committee for the Care of European Children. In his detailed report he suggested that junior colleges can help in this worth-while phase of the situation in any of four ways:

- (a) By raising funds through their faculty, students, or alumni for the support and education of these children.
- (b) By attempting to interest members of their alumni in providing homes for some of them.
- (c) By providing scholarships for a few children who are of junior college age and living in homes in their communities.
- (d) By providing tuition and accommodations for a group of these children for the duration of the war.

2. Dean W. H. Conley, of Wright Junior College, Illinois, as chairman of the Association's Committee on Consumer Education, was asked to represent the Association at a special conference on consumer problems which was called by Miss Harriett Elliott, Consumer Adviser of the National Defense Commission. Mr. Conley's report deals with the results of deliberations in the fields of consumer buying, adequate nutrition, public health and housing, social and economic well-being, and citizen and civic group cooperation.

3. The National Education Association called a conference of national educational organizations which met in Washington July 15. The Association

was represented at this meeting by President C. C. Colvert and by Edward F. Mason, of the Washington office. An important outcome of this meeting was the decision to ask Dr. Zook, representing the American Council on Education, and Dr. Givens, representing the National Education Association, to call a conference of representatives of the chief national education organizations.

4. Representatives of 56 organizations were invited to attend the conference called jointly by the heads of these two agencies at Washington, August 5. Representatives of 48 of these organizations met for an all-day conference. The Association was represented by the Executive Secretary. Reports on various phases of the defense situation as it affects or may affect education were presented by four representatives of the government, Dr. Floyd W. Reeves, Dr. Will W. Alexander, and Major F. J. McSherry of the staff of the Advisory Commission to the Council of National Defense, and Dr. John W. Studebaker, Commissioner of Education. After full discussion of the possible purposes, activities, and form of organization of the Committee, it was decided to constitute the organizations represented by either permanent or temporary delegates as members of a "National Coordinating Committee on Education and Defense." Dr. Zook and Dr. Givens were given authority to select 11 members who together with themselves should constitute the membership of an operating committee of 13 members. The personnel of this committee will be announced in the near future.

5. The American Council on Education has formed a committee with Professor Phillips Bradley of Queens College, New York, as chairman, to formulate materials of instruction related to war aims and issues for use in high

schools and junior colleges. Dean J. T. Askew of Armstrong Junior College, Georgia, is the junior college representative on this committee.

6. Members of the Administrative Committee of the Commission on Junior College Terminal Education met with representatives of the National Youth Administration and other governmental agencies in Washington, August 8. Their report will be given in full in the October issue.

The Association is in a position to maintain close contacts with the American Council on Education, of which it is a constituent member, the National Education Association, the U. S. Office of Education, the National Youth Administration, and other educational agencies in Washington. As far as its staff will permit it will endeavor to serve the interests of the junior colleges of the country in the present situation and to distribute information concerning important developments, either directly or through some of these associated organizations. Correspondence concerning further desirable activities of the Association in connection with the defense program from junior college executives will be welcomed.

CONSUMER EDUCATION

In accordance with the decision of the Executive Committee at the Columbia meeting, as approved by the Association, President Colvert has appointed the following members of a committee on Junior College Consumer Education:

W. H. Conley, dean of Wright Junior College, Illinois, *chairman*; Mrs. Ordway Tead, dean, Finch Junior College, New York; Byron S. Hollinshead, president, Scranton-Keystone Junior College, Pennsylvania; John M. Cassels, director, Institute for Consumer Education, Stephens

College, Missouri; Paul Martin, assistant principal, Compton Junior College, California; Dorothea Beach, instructor, Bradford Junior College, Massachusetts; James Thomas Davis, dean, John Tarleton Junior College, Texas.

ADULT EDUCATION

In accordance with the decision of the Executive Committee at the Columbia meeting, as approved by the Association, President Colvert has appointed the following members of a committee on Junior College Adult Education:

Nicholas Ricciardi, president of San Bernardino Valley Junior College, California, *chairman*; Hoyt Blackwell, Mars Hill College, North Carolina; W. W. Carpenter, professor of education, University of Missouri; H. A. Dixon, president, Weber College, Utah; Joseph Hackman, assistant dean, Austin Evening Junior College, Illinois; George C. Mann, California State Department of Education; Royce S. Pitkin, president, Goddard College, Vermont; David B. Pugh, director of state college undergraduate centers, Pennsylvania State College.

ACCOUNTING MANUAL

In accordance with the decision of the Executive Committee at the Columbia meeting, as approved by the Association, President Colvert has appointed the following members of a committee "to work on the matter of accounting procedures and the publication of a manual of junior college accounting":

Walter C. Eells, American Association of Junior Colleges, Washington, D. C., *chairman*; William H. Conley, Wright Junior College, Illinois; James L. Conrad, Nichols Junior College, Massachusetts; Fred A. Denmon, Scranton-Keystone Junior College, Pennsylvania; Dix M. Jones, Weber College, Utah; H. G.

Noffsinger, Jr., Virginia Intermont College, Virginia; Walter E. Morgan, State Department of Education, Sacramento, California.

SPEECH EDUCATION

In accordance with the decision of the Executive Committee at the Columbia meeting, as approved by the Association, President Colvert has appointed a committee on Junior College Speech Education to work in cooperation with a similar committee appointed by the National Association of Teachers of Speech. The representatives of the American Association of Junior Colleges are as follows:

Raymond P. Kroggel, director of speech education and junior college coordinator, Missouri State Department of Education, *chairman*; P. Merville Larson, North Park College, Illinois; Sheldon M. Hayden, Santa Monica Junior College, California; Ellen Couch, Centenary Junior College, New Jersey; Nellie Goe, Gulf Park College, Mississippi.

TERMINAL STUDY COMMITTEES

The Commission on Junior College Terminal Education has made arrangements for several cooperating committees to work with it on various phases of the study of terminal education.

The Department of Business Education of the National Education Association has appointed a general committee with sub-committees as follows:

Hamden L. Forkner, Teachers College, Columbia University, New York, *general chairman*; bibliography of periodicals, Mildred Taft, Colby Junior College, New Hampshire; library books, Edwin A. Swanson, Arizona State Teachers College; evaluation of literature, H. G. Shields, University of Chicago; equipment, supplies, and materials, L. O. Culp,

Fullerton Junior College, California; major problems in field of business education in junior colleges, McKee Fisk, Oklahoma Agricultural and Mechanical College; interpretation, Joseph DeBrum, Sequoia High School, California.

The American Home Economics Association has appointed a committee of which Miss Ivol Spafford of the University of Minnesota is chairman.

The American Library Association has appointed a committee of which Foster Mohrhardt, librarian of Washington and Lee College, Virginia, is chairman.

"AMERICAN JUNIOR COLLEGES"

The extensive reference work *American Junior Colleges* unfortunately has been delayed in publication, due in part to the much greater volume of work involved in its preparation than was anticipated. Work on preparation and verification of content material, reading of proof, and indexing has proceeded without interruption throughout the summer. Last page proofs have finally been approved. It is expected that the 600 page reference work will be published about the same time as this issue. All member junior colleges will receive one copy without cost as soon as the volume is off the press. To others the price is \$3.50. \$3.50.

TERMINAL EDUCATION REPORT

News stories in the *New York Times*, *New York Sun*, *School and Society*, and other sources giving a summary of the report of Pres. Byron S. Hollinshead to the General Education Board erroneously refer to it as the final report of the Commission on Junior College Terminal Education sponsored by the American Association of Junior Colleges. President Hollinshead was engaged as a

consultant by the General Education Board last spring to make an independent study of terminal education in some 50 junior colleges, reporting directly to the Board. The Commission on Terminal Education has made no report. President Hollinshead is also a member of the Commission, hence the understandable but unfortunate confusion in the published reports.

SECRETARY'S FIELD WORK

During the early part of May the Executive Secretary conducted four conferences in connection with the work of the Commission on Junior College Terminal Education. These were held at Stillwater, Oklahoma, May 3; at Little Rock, Arkansas, May 4; at Virginia, Minnesota, May 9; and at Des Moines, Iowa, May 11. The Oklahoma and Iowa conferences were held in connection with regular state junior college meetings; those in Arkansas and Minnesota were specially called to consider problems of terminal education.

May 24 and 25 he gave the Commencement addresses at Kansas City Junior College, Kansas, and at the Junior College of Kansas City, Missouri; on June 3, at Green Mountain Junior College, Vermont.

May 29 he spoke at the Junior College Section of the American Library Association at Cincinnati.

For five weeks, June 17 to July 19, he was a visiting member of the faculty at the summer session of the University of Colorado, offering a course in junior college organization and administration. July 13 and 14 he attended a meeting of the Administrative Committee of the Commission on Terminal Education at Denver, Colorado.

Judging the New Books

CLARENCE S. MARSH, *American Universities and Colleges*. American Council on Education, Washington, D. C., 1940. 1120 pages.

GOULD WICKEY and RUTH E. ANDERSON, *Christian Higher Education: A Handbook for 1940*. Council of Church Boards of Education, Washington, D. C., 1940. 342 pages.

HUBER W. HURT and HARRIETT HURT, *The 1939 College Blue Book: A Research Analysis*. The College Blue Book, De Land, Florida, 1940. 756 pages.

The year 1940 has been marked by the publication of revised editions of three well-known and widely used reference books on higher education. The fourth edition of *American Universities and Colleges* follows closely the general pattern of the third edition published in 1936. Detailed institutional exhibits are given for 724 regionally or nationally accredited universities and four-year colleges. The introductory section deals with education in the United States, the American college, the American university, professional education, and the foreign student in the United States. Extensive appendices classify higher educational institutions in various groups. Three separate indexes facilitate reference to the contents. Three pages (47-49) are devoted to the junior college, with a statistical summary by states, but for the most part the entire junior college field is left to the new companion reference volume of similar type, *American Junior Colleges*, being published by the American Council on Education, with the cooperation of the American

Association of Junior Colleges, early in September. Frequent references are made to this new volume.

Christian Higher Education is also the fourth edition of this handbook, but it is six years since the publication of the third edition. It gives extensive information, both statistical and textual, for the theological seminaries, universities and colleges, junior colleges, teachers colleges, normal schools, and secondary schools conducted under the auspices of the various denominational organizations. Statistical data are presented in detail and summarized for 1,154 institutions of higher education, including 189 junior colleges. Such data include date of opening, type, church relationship, accreditation, faculty, enrollment, fees, library volumes, value of property, endowment, indebtedness, income, and expenditures. An extensive section gives the names of religious workers with students in colleges including many junior colleges. Standards of national and regional agencies for accreditation of senior colleges and junior colleges are summarized topically. A single comprehensive index is provided.

The third in this trilogy of fourth editions of college reference books, Hurt's *College Blue Book*, contains several unique features. In typography it is produced by the offset process. Most of the information is presented in tabular form. A series of state maps with locations of all higher educational institutions indicated is a valuable feature. The information on "universities of the world" is not otherwise available in such compact form. College and jun-

ior college standards are summarized in compact tabular form. Information is given on no less than 3,244 institutions of higher education of all types, including 563 junior colleges. Junior college information includes accreditation, organization date, control, type, calendar, dormitory capacity, required entrance units, fees, resources, volumes in library, enrollment, faculty, outlay per student, and executive officer. Unfortunately the information on junior colleges, at least, is lacking in accuracy and consistency and marred by lack of care in preparation and proof reading and so must be used with caution. Examples: "Junior College of Austria" for "Junior College of Augusta;" "Municipal Junior College of Arkansas City" listed in Arkansas instead of Kansas; same institution listed twice on same page, once as "Los Angeles Pacific College" and again as "Pacific Junior College," with varying information; "Sister Renevieve" for "Sister Genevieve;" etc. Some junior colleges are listed which have been out of existence for several years. Data concerning them has evidently been taken from the 1935 edition of the *Blue Book*. A single all-inclusive index is provided but its usefulness is retarded by its mixture with many pages and part pages of advertising matter. Advertisements of 16 junior colleges are included. (W. C. E.)

HARRY E. TYLER (Editor), *Learning to Live*. Farrar & Reinhart, New York, 1940. 473 pages.

This excellent text for a freshman course in orientation, particularly in the junior college, is the outgrowth of many years of California junior college experience on the part of the six authors. They are Lois Flint, dean of women at Glendale Junior College; Walter J. Ho-

man, dean of the lower division of San Francisco State College; Nicholas Ricciardi, president of San Bernardino Valley Junior College; and Vernon C. Mickelson, instructor in English, Henry T. Tyler, instructor in psychology, and Harry E. Tyler, counselor and dean, at Sacramento Junior College. The purpose of the book is broader than many of the traditional orientation courses. It aims to give concrete help to the student in learning to live in college and also after he leaves it. The book begins with the college student in his college environment. The second section deals with the student's learning to live with himself. The third contains suggestions for learning to live with one's family and with plans for future family life. Then follows the problem of learning to live with others. Part five deals with the problem of preparation for earning a living. This is followed by learning to live in the community, and finally in part seven the problem of learning to live in the world is considered. Abundant anecdotal material is presented and a carefully chosen annotated bibliography is given.

EDGAR W. KNIGHT, *What College Presidents Say*. University of North Carolina Press, Chapel Hill, North Carolina, 1940. 377 pages.

College presidents are supposed to know something about everything and to be willing and able to express themselves at all times. For the most part, these leaders in higher education in the United States are able men, and what they say about their own field makes interesting reading as a reflection of the general trend of the times and is important to the history of education in this country. With the exception of a final summary chapter, this volume consists of quotations from college presidents, selected from a wide variety of sources.

It is divided into seven chapters: What college presidents say about the college presidency; what they say about the purposes of higher education; what they say about the weaknesses of higher education; their views on organization and administration, including comments on the curriculum and athletics; faculty relations; their views on the obligations of higher education to the social order; and a summary and interpretation of the apparent trends in presidential statements.

College presidents, if the choice of the editor is a criterion, have said little about the junior college. Only a single two-line quotation is given.

WALTER B. KRUEGER, *The Fundamentals of Personal Hygiene*. Third edition, revised. W. B. Saunders Co., Philadelphia, 1940. 304 pages.

In this revision, Dr. Krueger, who is instructor in the Grand Rapids (Michigan) Junior College, includes the newest advances in the field of hygiene. Additions and changes have been made throughout the text, especially on such subjects as the feet, posture, skin care, nutritional needs, hygienic aspects of nutrition, and health fads. The section on the common cold has been entirely rewritten. Each recommendation is presented with the aim of making good health habits an active, functioning part in the student's daily life. There is a separate chapter on mental health, written to constantly encourage the student to form correct attitudes, desires, and ideals.

CAROLINE B. ZACHRY, *Emotion and Conduct in Adolescence*. D. Appleton-Century Co., New York, 1940. 563 pages.

This is the first book to be devoted entirely to the findings of the Study of Adolescents conducted by the Commis-

sion on Secondary School Curriculum of the Progressive Education Association. It presents a full account of the project with a discussion of its achievements in the full scope of their meaning for secondary education. Tasks of life adjustment with which the adolescent must cope are discussed in three parts of the book in the light of interacting personal and cultural demands and with the interests of educators particularly in mind. The needs of adolescents are shown and the potential function of the educator in helping the adolescent toward constructive and satisfying adjustments is indicated.

NEW PUBLICATIONS RECEIVED

JAMES O. MCKINSEY and HOWARD S. NOBLE, *Accounting Principles* (Revised edition). South-Western Publishing Co., Cincinnati, Ohio, 1939. 885 pages.

ALONZO F. MYERS and CLARENCE O. WILLIAMS, *Education in a Democracy: An Introduction to the Study of Education*. Prentice-Hall, Inc., New York, 1938. 434 pages.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, *Intelligence: Its Nature and Nurture*. (Thirty-ninth yearbook). Public School Publishing Co., Bloomington, Illinois, 1940. 2 volumes, 471, 446 pages.

DWIGHT A. POMEROY, *Business Law* (Second edition). South-Western Publishing Co., Cincinnati, Ohio, 1939. 906 pages.

J. F. SHERWOOD and JOHN A. PENDRY, *Social Security and Pay-Roll Tax Accounting*. South-Western Publishing Co., Cincinnati, 1939. 256 pages.

BERNARD A. SHILT and W. HARMON WILSON, *Business Principles and Management*. South-Western Publishing Co., Cincinnati, 1940. 636 pages.

MABEL P. SIMPSON (Editor), *Charting the Course for Vocational Education*. Citizens Schools Committee, Chicago, 1939. 70 pages.

EMILY L. STOGDILL and AUDELL HERNDON, *Objective Personality Study*. Longmans, Green & Co., New York, 1939. 106 pages.

LOUIS C. ZAHNER, *Language in General Education: A Report of the Committee on the Function of English in General Education for the Commission on Secondary School Curriculum of the Progressive Education Association*. D. Appleton-Century Co., New York, 1940. 226 pages.

Bibliography on Junior Colleges

INTRODUCTORY NOTE.—This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education *Bulletin*, 1930, No. 2), which contains the first 1,600 titles of this numbered sequence. Volumes I to X of the *Journal* contain 2142 additional titles of publications other than those appearing in the *Journal* itself, distributed as follows:

- Vol. 1. Numbers 1601-1884, 284 titles
- Vol. 2. Numbers 1885-2183, 299 titles
- Vol. 3. Numbers 2184-2413, 230 titles
- Vol. 4. Numbers 2414-2646, 233 titles
- Vol. 5. Numbers 2647-2852, 206 titles
- Vol. 6. Numbers 2853-3003, 151 titles
- Vol. 7. Numbers 3004-3171, 168 titles
- Vol. 8. Numbers 3172-3314, 143 titles
- Vol. 9. Numbers 3315-3501, 187 titles
- Vol. 10. Numbers 3502-3742, 241 titles

Both author and subject indexes for each year's entries may be found in the final issue of the *Journal* for the year. It is intended to make this continuing bibliography a complete reference list to all published material dealing with the junior college movement in any of its phases, except that published in the *Journal* itself. References to unpublished dissertations, also, are included as far as possible. Assistance of authors, especially of publications not found in the common national educational journals, is asked in securing the desired completeness and accuracy.

3743. HOLLINSHEAD, BYRON S., "The Relations Between the Liberal Arts College, the Junior College, and the Professional School," *Association of American Colleges Bulletin*, 26:64-72 (March 1940).

An address at the annual meeting of the association by the president of the American Association of Junior Colleges. Summary: "The junior college is meeting a group of students, many with high ability, not previously served by American higher education. Strong four-year colleges and universities will be benefitted by junior colleges. Many weak four-year colleges should become junior colleges. Weak and proprietary junior colleges should have neither your interest nor your help. The development of semi-professional courses of two years' duration should be encouraged.

Students who should go to junior colleges may be differentiated from those who should go to senior institutions. Finally, junior colleges and senior colleges are or should be supplementary and cooperating rather than competitive institutions."

3744. HOPPOCK, ROBERT and SPIEGLER, SAMUEL, *Guidance and Personnel Books*, Occupational Index, Inc., New York University, New York City, 1940, 6 pages (mimeographed).

Includes 50 titles, some dealing specially with junior college work and others of value to junior college counselors.

3745. HUBBARD, L. H., "Report of the Committee on Educational Progress Within the State," *Texas Outlook*, 24:17-21 (January 1940).

Includes data on growth of junior colleges over a five-year period, also over the last two years. During these two years the growth of the junior college movement in Texas has been marked. These junior colleges are being located all over the state and are rapidly becoming an important part of our system of higher education. They are making it possible for many students to attend college who otherwise would not be able to do so. The standards and facilities of these colleges have steadily improved during the past two years.

3746. JONES, AARON E., "Practices in Vocational Guidance in Secondary Schools," *California Schools*, 11:3-12 (January 1940).

Gives extensive data on practices, job placement, and instruction in job seeking in California junior colleges.

3747. JOURNAL OF HIGHER EDUCATION, "The American Association of Junior Colleges," *Journal of Higher Education*, 11:162 (March 1940).

Announcement of the new study of junior college terminal education.

3748. JOURNAL OF NATIONAL EDUCATION ASSOCIATION, "To Study the Junior College," *Journal of the National*

Education Association, 29:94 (March 1940).

Announcement of the new study of junior college terminal education.

3749. KABAT, GEORGE J., "The People's College," *Journal of Higher Education*, 11:85-89 (February 1940).

A critical survey of the curriculums of public junior colleges. Author proposes three divisions which the program of the junior college should embody if it is truly to serve its avowed democratic purposes—preparatory, semiprofessional, and civic. "The possibilities are at hand for a real 'people's college' in the United States. . . . The junior college cannot neglect its obligation and its opportunity in this field."

3750. KELLY, FREDERICK J., "Problems Confronting the Junior College," *School Life*, 25:105-06 (January 1940).

A discussion by the chief of the division of higher education of the U. S. Office of Education. Problems considered include relation of the junior college to high schools, relation to colleges, relation to state-wide planning, relation to federal aid for vocational education, and relation to federal programs such as the CCC and the NYA.

3751. KELLY, FREDERICK J., "Problems Confronting the Junior College," *Education Digest*, 5:29-31 (February 1940).

Digest of article by same author in *School Life* (January 1940) 25:105-06. See No. 3750.

3752. LEWIS, GABE W., "History of John Tarleton Agricultural College," *Southern Association Quarterly*, 3:579-84 (November 1939).

Comprehensive history of the institution under private control (1899-1917) and under public control (since 1917). Gives number of instructors and students for each year since 1899-1900. Description of present status.

3753. LINDSAY, FRANK B., "Enrollments in the Various Curriculums of California Public Junior Colleges," *California Schools*, 10:303-08 (December 1939).

First of series of three articles reporting survey of curricular offerings and enrollments in California institutions. Based on reports from 35 junior colleges, enrolling

94 per cent of California junior college students. Of 31,641 students a quarter were training for business. Forty-six per cent were enrolled in completion or semi-professional courses. Extensive tabular summaries and analyses given.

3754. LINDSAY, FRANK B., "Enrollments in the Various Curriculums of California Public Junior Colleges II," *California Schools*, 11:28-37 (February 1940).

Presents detailed tabulations for variations of enrollments among certain groups of curriculums for individual California junior colleges. A continuation of the author's important summary study in the December issue of the same journal. See No. 3753.

3755. LUKENS, MARIE E., "Who Said Handicapped?" *Sierra Educational News*, 36:25-26 (January 1940).

A deaf girl's experiences in securing an education in grade school, high school, and Pasadena Junior College.

3756. MCCARTHY, JOSEPH L., *Entrance Requirements and Curricula of Fifteen Private Junior Colleges in Kentucky*, Lexington, Kentucky 1931, 80 pages.

Unpublished Master's thesis at the University of Kentucky.

3757. MEDSKER, LELAND L., "The Junior College Movement," *Chicago Schools Journal*, 21:172-74 (January-February 1940).

Outlines the general growth of the movement and the chief functions which it serves. Reports especially the relation of the three day and three evening junior colleges of Chicago to the stated objectives of the junior college. "A total of approximately 10,800 people in Chicago are shown to be taking junior college work. This is the largest junior college enrollment in any city in the United States. . . . We may say that the Chicago colleges are paralleling the junior college movement in general and that, in many respects, Chicago is a leader in this type of post high school training."

3758. MILLER, J. H., "More State Scholarships or Junior Colleges—Which?" *School Review*, 45:331-32 (May 1937).

Comments on article by J. S. and G. C. Allen, "The Need for Public Junior Colleges in New York State" in *School Review*, January 1937. See No. 3131.

3759. MORGAN, WALTER E., "State Enrollment Trends," *California Schools*, 11:38-47 (February 1940).
Includes data on trends in junior college enrollment. For summary see No. 3724.
3760. NATION'S SCHOOLS, "Junior College Committee Report," *Nation's Schools*, 24:70 (October 1939).
News concerning the report of the Policy Committee of the American Association of Junior Colleges.
3761. NOURSE, JOSEPH P., *Survey of the San Francisco Junior College 1938-1939*, Office of Superintendent of Schools, San Francisco, California, 1939, 51 pages (mimeographed).
Extensive study made in response to special resolution of board of education requiring "a study of the junior college staff organization, with respect to their duties, and also of all teacher loads with respect to actual teaching hours and other activities."
3762. PEASE, GLENN R., "Unorthodox Academic Wedlock," *School and Society*, 51:230-34 (February 24, 1930).
Explanation of the abolition of freshman and sophomore work at the College of the Pacific, California and relationship of the institution to the publicly controlled Stockton Junior College.
3763. PENNSYLVANIA PUBLIC EDUCATION BULLETIN, "Junior College Enrollment Up," *Pennsylvania Public Education Bulletin*, 6:12 (May 1939).
Summary of growth of the junior college movement during previous year.
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3779. VASCHE, JOSEPH B., "Industrial Arts: A Discussion of Significant Aspects of the Industrial Arts in Modern Education," *Sierra Educational News*, 36:18-21 (February 1940).

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"SHALL I ATTEND A JUNIOR COLLEGE?"

Although it was not published until May, already more than 30,000 copies of Edward Mason's little booklet, *Shall I Attend a Junior College?* have been sold. Doubtless many junior college administrators who found it was too late for use last spring will want to secure a supply for use this year with prospective students. One junior college president writes as follows concerning it:

It is my frank opinion that every junior college should place as many of these as possible in the hands of the people in their territory. It definitely answers questions that are met with every day and explains them in a manner that is thoroughly convincing. If every junior college will do this, we shall soon have a better understanding of what the junior college is really trying to do.

Due to quantity production *Shall I Attend a Junior College?* can be furnished at only one cent per copy in lots of 25 or more.